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*THE Bulletin*  
OF THE  
NATIONAL ASSOCIATION  
OF  
*Secondary-School  
Principals*

Framework for  
Family Life Education

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**FRAMEWORK  
FOR  
FAMILY LIFE EDUCATION**

A Survey of Present Day Activities in Sex Education

by

**FRANCES BRUCE STRAIN**

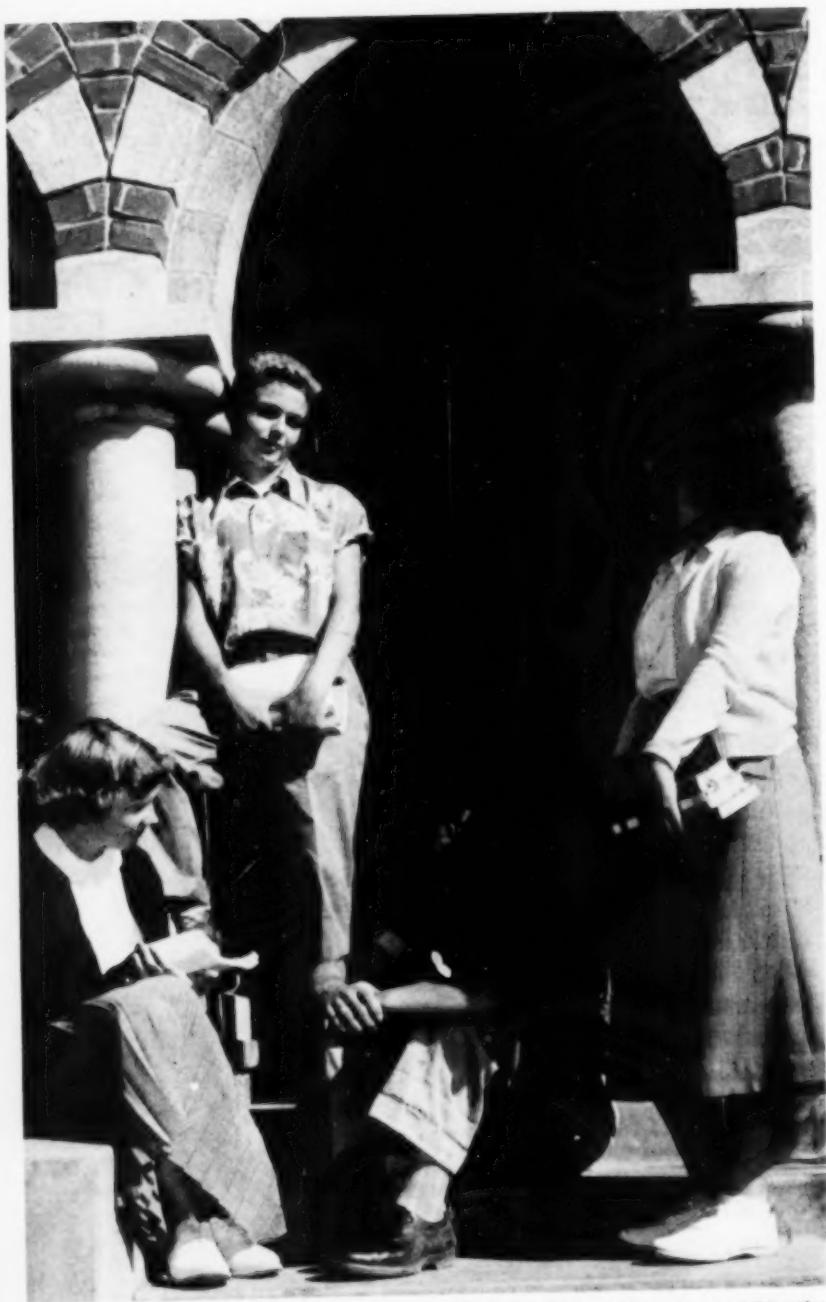
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—Courtesy of California Department of Education.

# The Bulletin

## OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

*This Association does not necessarily endorse any individual, groups, or organization or the opinions, ideas, proposals, or judgments expressed in articles by authors, or by speakers at the annual convention of the Association, which are published in THE BULLETIN.*

### FRAMEWORK FOR FAMILY LIFE EDUCATION A SOURCE BOOK

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## FOREWORD

THE purpose of this publication is to offer school administrators and teachers the scope and design of family life education as it is being carried on today in the United States, and to implement new as well as established programs in matters of organization, teacher training, and techniques. It is being published and distributed under the sponsorship of the American Association for Health, Physical Education, and Recreation and the National Association of Secondary-School Principals, departments of the National Education Association. Preparation of the manuscript for the printer and supervision of the stages of proof reading was done by Walter E. Hess, Assistant Secretary of Publications of the National Association of Secondary-School Principals.

CHESTER LEE EGGERT, professor of curriculum at the University of Florida, is responsible for the nation-wide survey which revealed the readiness of the country for a standard course in family life education in the schools. Chapters 2, 3, and 4 are based on the findings of his survey.

FRANCES BRUCE STRAIN, author of many successful books on family life and sex education, contributed the seven remaining chapters, which represent her philosophy and teaching techniques—the result of long service in the field.

PAUL E. ELICKER, *Editor*



## INTRODUCTION

**W**HENEVER and wherever school administrators have considered introducing a family life program into their schools, three fears give them pause: (1) fear of public criticism ("It's too controversial."); (2) uncertainty of procedure in handling the program ("Who's doing it, I need some ideas."); (3) the lack of qualified teachers ("My staff isn't trained for this kind of thing.").

This publication was compiled and written to supply answers to these three fears direct from the field. The task was unique for the information was scattered over forty-eight states, hundreds of cities and towns, and tucked away unnamed and unsung in quantities of school programs—"bootleg" efforts, at times, cautiously kept in hiding. Yet in spite of incomplete, unavailable data, we have collected individual and direct information in numbers convincing enough to dispose forever of any lingering doubts about the general acceptance of family life and sex education, the way to carry it on, and the training of its teachers.

Rarely has this work burst full bloom upon any community, rather it has been a growth, a gradual development from simple beginnings over the past thirty years or more. It had to be for there were few precedents to go by. Both teachers and parents were finding their way in a new field of child guidance and development. Because parents are the first to become aware of the needs of children concerning themselves, they are the first to meet their spontaneous searchings for knowledge concerning the origin of their own lives, for the reasons for fathers and mothers, for differences in body build of boys and girls. They, the parents, also learned how content, relaxed, and happy were their children whose searchings were met naturally and casually, as compared to their own childhood of evasion, mystery, and guilt—"You'll learn fast enough once you are grown," (they remembered hearing) and were left to wonder and worry.

The story of how family life and sex education captured the parents and those who know children at firsthand is told in Chapter I. It is a convincing and thrilling story for those who had a part in bringing it about. It is a satisfying record of accomplishment. Today the parents of the nation are no longer among those yet to be won. Rarely are young parents today repeating the old pattern of yesterday. They may not always be ready themselves to carry on in all aspects of the sex education phase of it, but, when they are not, they are anxious and eager for others to help them or substitute for them in church or school.

There is no controversy in the home on this subject today. Of the relatively few who object, some lose their objections when they know for what family

life and sex education stand. One old fellow, who thought his granddaughter "had lost her virtue" because she read a book at school, became a smiling and happy supporter after a few hours of careful setting forth of modern teachings. "I didn't know—I didn't know—it's wonderful," he said. At a county-wide family life conference a few weeks later, he sat in the front row as the leaders and young people spoke, applauding happily.

This old gentleman is typical of the only remaining opposition which exists today. It is merely the last remaining vestige held by those who are not informed. With understanding of what family life stands for—its purposes, programs, and achievements—their opposition fades.

The state pays for the education of its children. It pays also for the support of the mentally and morally ill. Surely it would be profitable to support a type of education which would keep young people fit to benefit by it rather than increase the numbers of those whom it has not saved from mental and moral illness.

To avoid the breaks in home and personality, to bring strength and stability to them instead is the purpose of family life education today. It follows a double approach to the recovery and maintenance of our American way of life; double, because it teaches both children and parents simultaneously in a parallel program.

In the juvenile court of Cincinnati such a double program of education was carried on for years. While the young wards of the court were being counseled by the probation officers, their parents were also being counseled in group discussions that both might start out and carry on together their new plans for a better future because of a better understanding of each other. Such a benefit should be available to all parents and all children. In the schools the study is broader and more inclusive than in court groups. It is corrective for those whose beginnings have been faulty and full of hazards. It is preventive for those who, unfortified, still have the hazards to face. It not only offers to all children an understanding of the laws of physical and mental development, under which we all operate, but it also provides those activities which give normal, constructive outlet to the drives which are the mainspring of achievement in work, play, and love. All children look forward to the day when they shall have families of their own. Nothing which life may hold or for which education may prepare them will mean more to them than the home they find, the children they procreate, and the ability they possess to hold them together. With state and church, the time has come for the school to close its ranks on this one great obligation to its children. In serving them it is also rendering service to the country which in turn is a service to the world at large.

## Chapter 1

# INTEREST IN FAMILY LIFE EDUCATION

WHAT everybody ought to know, and doesn't know, is that this country has been overwhelmingly ready for an organized adoption of family life education for more than fifty years. Not long ago when two enthusiastic researchers were prowling about in a second-hand book shop, they pulled down a little old volume that brought whoops of joy—*What Every Young Girl Ought To Know*. There it was, complete with date, 1897, one of the series that awoke the world to an unsuspected need, the need more than half a century ago for a simple sex education aid for parents.

These tentative, sentimental little books draw smiles from some of us today, but they were revolutionary and epoch-making. Like the famous Kinsey reports which have become best sellers to all classes of society, these childlike little books were captured and devoured like manna from heaven the world around. A million copies were sold in the English language alone. Two thousand new readers were added daily. Eight Asiatic countries and most of Europe secured translation rights, all because someone had discovered and *moved to satisfy* a deep and fundamental need of man—knowledge of himself, whence he comes and whither he goes.

Once having been awakened, people have not slept. Over the intervening fifty or more years they have been constantly searching for better, surer ways to teach this knowledge of life's beginning to children and young people—not only its beginnings, but its continuings. Now, out of it all has developed an inclusive study of family life: matters concerning family members, their daily life of work, love, and play—not only for the growing years but also for the years ahead, matters of good citizenship, of community service, of responsibility to self and others, both inside and outside the home.

Family life education is today no longer a controversial subject in the home. It is an accepted activity by the great majority of American parents, chiefly because of the training they are receiving from the reading of helpful professional books and attendance at parents' meetings, partly because of the general opening up of the subject through public channels—newspapers, magazines, radio open forums—and most of all, because of the fine, upbuilding and stabilizing effects this teaching has had upon their children.

It is not, however, an entirely accepted study in the schools. Yet without the schools, their equipment and available personnel, the benefits of family life education cannot reach all children. Like the old policy of isolationism, the isolationism of our school system in regard to this subject is not longer possible.

If it is a part of the world's knowledge, it must be part of the school's task to organize, clarify, and distribute such knowledge. Today youth are catching this knowledge as catch can from exchange students, refugee playmates, GI brothers and sweethearts—every possible source. In return, we are carrying and sending our domestic wares—our way of life, our beliefs and customs, to our overseas neighbors. Marriage and the American home are being interpreted through our radio programs, motion pictures, magazines, and newspapers as never before. If they are to continue progressively and beneficially active, they must be appraised, fostered, and strengthened from within. They need not only our moral support, but also our actual, official support and promotion through the appointed channels of education. Marriage and family life need to be recognized and defended as an institution worthy of study, for which our children shall be prepared as they are prepared for economic independence and social acceptance—the other two major requirements for daily living.

Then, too, more than anything else in this confusing and disturbed world, when we are fighting wars and at the same time trying to outgrow them, when man is becoming a master mind of technologies and technologies are threatening to master-mind him, we must be kept human, must foster something warm, steadying, and real, to which we shall be able to turn and draw courage no matter what the future may bring. This American parents can do for their children as the years go by and their destinies unfold. This our public schools can do for us if they will lend their services to teach both parents and children how to understand each other—parents because they are largely technically unprepared through their own lack of family life education; children because they will be parents tomorrow and the years in between need guidance.

From the earliest years, children are serious in their thoughts of home and family, both their childhood home and the home which will be theirs with their children. Though remote in realization, these are ever-present realities—"when I grow up." Yet in this uncertain world realities change; home life does not always answer one's needs, domestic changes and economic circumstance intervene. Father goes into the Service, mother goes off to work. School, even more than home, is the constant factor. School is the clearing house—the refuge for every child—for those with sympathetic and understanding parents and for those without them, for those who are hungry and undernourished and those who are not. Surely the school, which belongs to every child and which prepares him for whatever life holds for him—surely the school is ready to include those studies which will prepare him most adequately for a greater understanding of himself, give him a clearer picture of how to chart his life in order to gain or retain those relationships which mean most to him. In such an achievement, the parents who were the pioneers in the home can be counted upon to support the schools in their family life program. Who but the parents took the initiative in the first place, and formed the link between home and school?

A triumphant and illuminating incident back in the 1920's—another of those historic way-stations—is recalled when mothers came flocking, eager to find appropriate answers to their children's questions, only to find the schools totally unaware of their interest.

A sex education research worker had asked a principal for a room in her building to meet a group of these mothers, forty or fifty, she estimated. When she arrived, the principal showed her into a basement room with a half dozen empty chairs. "These won't be nearly enough," the speaker protested, "these mothers are interested!"

"There'll be enough," the principal said, and the speaker could almost hear her add, "and to spare."

On the stroke of the hour, the speaker called her again. "Come quickly, we're overflowing." The mothers—the local "school mothers"—were filling the basement. When the talk began, they were sitting on the floor, on the high window sills, packing the hallways and running over into the furnace room—something between one and two hundred of them.

That was over twenty-five years ago, a spontaneous measure of parent eagerness for help. The meetings were a part of a project conducted under the sponsorship of the University of Minnesota to determine the status of sex education in the home and what help parents wanted. A door-to-door survey which ran parallel with the meetings proved that more than ninety per cent of the mothers visited approved of giving truthful answers to their children's questions, but a large number had delayed only because they did not know how to proceed.

From that time to the present there has been a constant and continuing acceptance of sex education in the home, as every parent survey shows. Now, after half a century, this mission of home teaching is assured. A wider, still partially explored but rich and fertile country lies ahead. For this next step once far away and now close at hand—family life education in the schools—public approval is also apparent in the surveys. A recent one in a western city of more than a hundred thousand population, which checked a true cross section (including elderly and childless persons not closely in touch with school affairs) recorded public approval by a generous vote, close to eighty per cent.

The doctors and nurses? To conduct a formal survey of them would be to forget that the medical profession was the first, back in the eighteen hundreds, to set up a protective program for young girls (and men) against the hazards of ignorance. For years they were the only public speakers on sex education that were permitted, or had the knowledge which fitted them, to teach young people. Most of their talks were medical rather than mental hygienic in purpose, and were called "social hygiene"—a name that still lingers and bears testimony to the wonderful work of the Public Health Service.

Like the medical profession, the clergy and the church have long been fore-runners in the application of their profession to the needs of the family. More perhaps than the physician, the minister knows the inner structure of the home he visits, and the need for the strengthening of family ties. Nearly every church today has its youth groups, its guild for young marrieds, its parents' classes. In large cities, Sunday evening finds thousands filling the pews of the churches and seeking interviews with their counselors on marriage and personal perplexities. Any of you who have visited New York City and attended a Sunday evening service of Dr. Norman Vincent Peale, addressing his capacity audience of young couples seeking his direction for a permanent and happy home life, will have inspiring evidence of the part the church is playing in this rapidly growing field of Christian service. Back in the parish house, quantities of counseling rooms give testimony to the follow-up and personal work of Dr. Peale and his assistants.

As for the young people themselves, no printed survey could possibly tell the story. From kindergarten to college the interest is deep and consecrated. One had but to observe a single jam-packed session of the late Dr. Noel Key's marriage course at the University of California at Berkeley to need no further evidence. Six hundred men and women students filled every seat in the auditorium for years while long queues of overflow gathered in the corridors to snatch the chair of a possible absentee.

High-school students are equally demanding. Back in the 1930's, it was the custom of Lakeview High School, Chicago, to offer to its students a lecture series, "The Lakeview Forum," conducted by guest speakers, experts in their respective fields. From a list of twenty or more topics submitted in advance, the student vote determined the program subjects of the season.

One year included among the old favorites—dramatics, ballroom dancing, public affairs, aeronautics—a new topic appears. "Dating and Preparation for Marriage" brought a landslide vote. Timid, but true to their word, the school administrators selected a few of the student leaders, girls and boys (who couldn't be harmed), provided a speaker on family life, and, with a number of teachers in attendance, started what was then a pioneer adventure in the Chicago schools. In no time at all, telephones were ringing and PTA mothers were visiting the principal urgently to request that more—all students in fact—might have the benefit of this work.

For several years Lakeview led in its sex education program. Later, when the work lapsed, 200 senior boys, dressed in their best, descended *en masse* on the office of the superintendent of schools to plead for the continuance of this study which meant so much to them.

The outcome was discouraging. But when a good piece of work is established, even city politics in high places cannot keep it down. Today under new administration and leadership, extensive plans are underway for a city-wide program

in family life based on twenty-three pilot programs throughout the city as a beginning.

The home economics department in Withrow High School, Cinicinnati, was also a pioneer in introducing sex education into its program. As the interest of the girls grew, the boys begged continuously to have a similar course. "It takes two to make a marriage work," they said. And when the boys were denied a similar course, the girls did their best to relay the teaching to the boys even to the lending of their notebooks.

Later by several years, the class teacher met one of the girls long since married and stopped to ask her about her family. "We are very happy now," the girl said, "thanks to my old Withrow High School notebook. A year or two ago when Ted and I were about to separate, I was desperate. Then, suddenly the thought of our old senior marriage course gave me an idea. I dashed up to the attic, rummaged among the dusty pile of papers, found my notes on your marriage course, and set me down to read them. When Ted came home that night—you remember Ted, I was dating him then—we both sat down to read and talk, the book between us, that old senior home economics notebook! Those old scribbled notes on marriage! They saved us."

In a state welfare meeting in Ohio some years ago, another spontaneous and unexpected measure of public interest was demonstrated. At the time social hygiene was an active sponsor of sex education and the difference between these two branches of education was not always well understood. Accordingly, the sex education spot on the program ("Who would be interested?") was scheduled for the first hour of the opening day of the conference and assigned to the smallest room.

By 8:45 the room was packed to overflowing; at 9:00, or shortly thereafter, the whole audience was interrupted by the management and moved bodily to a larger room. Before 9:30, the larger room was outgrown and before the session was ended, a third was assigned, an auditorium of vast proportions with people still streaming in.

The group which has proved most responsive to assistance in personal and family relationships has been the GI's. With them, the whole tenor of life changed when it sent them overseas and, with the sending, brought not only the emotional stress of leaving home and sweethearts for the war front, but also innumerable other matters of deep personal concern—money, work, marriage, matters which CCC camps and USO centers could not reach.

About the time the induction camps were getting boys ready for military service before the Second World War, a group of PTA mothers who were active as sponsors and hostesses for one of the camps felt that the boys should have some preparation in appropriate sex instruction. "A lot of those boys," they said, "are as innocent as babes."



Anyone who knows anything about the army, knows a great gap exists between the home and school life of young teenagers and the companions and experiences of men in uniform when on leave away from home. Two mothers, a chairman of the hostesses for a neighboring camp and a trained leader in sex education, called by appointment one day on the officer-in-charge of one camp and proposed a short lecture series on personal and family relationships.

But the officer did not know his boys. Without knowledge of the trend or subject matter of the series, he said he would not want to "impose" that kind of thing on his men. He said he gave them all that was necessary in two talks provided by his own staff, one on physical fitness and personal cleanliness, the other on venereal diseases and prophylaxis!

Reports today which come from many chaplains and junior officers prove that one of the most helpful morale builders for the men in service is the opportunity given them to listen to wise leaders who are trained to guide and counsel with them. Dr. W. W. Ehrmann, Head of the Marriage and Family Clinic at the University of Florida, who, like Dr. Noel Keys at the University of California, has made a nation-wide contribution in his marriage courses for college students, says great impetus was given to the work of family life education as the GI's returned after World War II seeking the counsel and help he could give them to fortify their early marriages and re-establish the homes they had left behind, or to create new ones. Appraising the value of his work, Dr. Ehrmann says nothing has given him greater satisfaction than his 1,500 enrollment of men and women in his three-credit course on Marriage and the Family.

No one who has ever witnessed this type of education at any level or who has participated in it can question that it is anything but an answer to prayer for each young person, especially for those who have been long kept in ignorance. It reaches down into the very depths of their being. It supplies manna to their souls. It nourishes and strengthens the life forces—all of them—as no other knowledge or understanding ever can. Now that young people know there is such knowledge available they will not and cannot let it go by unheeded. They are demanding it and we, their parents and leaders, must see that their need is legitimately and fully met. There has been an intellectual sex hunger which, like physical hunger, lessens their daily output of energy and their development.

With knowledge of such a psychologic need, with parents, clergy, doctors, the whole range of our citizenry strongly in favor, why is family life education today so faltering, so "spotty," so half-hearted a business except in a few exceptional centers? Is any one group still afraid? Is there a definite bottleneck somewhere? It has been said, "in the schools themselves." One wonders. Not among the teachers, surely. Sex education leaders have taught in co-operation with them too many years, in their classes as guest lecturers, in university



summer sessions as their instructors. They embraced the work as the children embrace it, as a long-sought lost possession. Like the parents interviewed in various surveys, the teachers feel their need for training both in the factual and in the psychological technique of approach. They not only feel it. They seek such training whenever it is offered.

Back in 1945-46, a city-wide project was conducted in orientation classes in the Los Angeles schools. Although the city was organized into districts for the work, and gasoline was rationed, close to 1,000 teachers drove, some of them for thirty miles or more in that far-flung city, to attend after-school sessions in family life education for ten weeks with not so much as an added credit! Their written words of appreciation indicate their reward. Many of the teachers returned to their schools to make simple beginnings, others to strengthen work already begun, still others to study in preparation for later work. No, if there is a bottleneck, it is not among the teachers as a whole. They are merely asking for training that they know is necessary if they are to do a serious job as it should be done.

For principals and superintendents the decision has been different and difficult. They are responsible to their faculty as a whole in introducing a new and untried subject into the curriculum; and they are responsible for the teachers to both the public and the boards of education in city and state. The sex factor in the program still troubles them. How much support will they get from the community? How much criticism? Without dependable answers to these questions, lack of initiative at this level is understandable. Yet these same executives faced with a request from a parent group give ready acquiescence. Occasionally a principal will take the lead, even conduct a few classes himself and receive everybody's blessing.

State superintendents of public instruction not only recognize the need for family life education, but, in a recent survey, forty-three out of forty-five of them also gave personal promise of their active co-operation. In another chapter you will find many of their letters. Like the teachers, they feel they must be assured that the job is to be well done if they are to have a part in it.

With parents and clergy, doctors and nurses, young people and children, teachers and school officials all of one mind—"We need it and should have it"—family life education is assured. We'd like a formal declaration to this effect, but instead, we must lay this new baby in the basket at the door of the country's multitude of teacher training institutions. They are best prepared to care for it.

They have been slow to hear the cry. They have been waiting for it to grow louder, stronger, more insistent. "When the teachers want this thing," one head of an educational department said sometime ago, "and ask for it in large enough numbers, we will supply it. We serve the public. We don't tell it what to teach or what to study. The first move is up to them."

We are, it seems, caught in another of those stalemates in which no one is ready to take a decisive step. It reminds one of a marriage that never came off. A young couple had arrived at the hour of decision.

"I'm never going to let myself in for a rejection," the man told his girl. "A girl must show me how she feels about me before I ask her to marry me."

The girl said, "I never expect to let a man know how I feel before he asks me to marry him or tells me how he feels about me. I might get left."

The time is now, and many initial steps have already been taken. There is the rapidly changing social scene with two wars making quick men and women of our boys and girls, and social life losing much of its old-time sequestered shelter for most of our children. Then, too, with the ice already broken in hundreds of schools across the country, in rearing of pets and play at home-making in kindergarten, a bit of human reproduction in biology classes—all this paves the way for more orderly and progressive teaching, even if there were not, on the following pages a series of miscellaneous opinions and letters to bring courage to those who are thinking in terms of support in this rapidly growing new adventure in education. There is nothing any superintendent or school can do for its children and young people, for the homes in its community, that will mean more to all of them than the introduction into their established curricula materials pertaining to home and family building.

In *Framework for Family Life Education*, we seek to show how large and universal a company is waiting to join forces in a national effort to this end. We also seek to present a detailed concept of what family life education today entails, its underlying thesis and purposes.

There are samplings of programs already in use in various parts of the country, a proposed basic program, a set of criteria for evaluating programs from the standpoint of universal needs, and a plan of organization that should easily be adaptable to various schools and communities. Family life education is not for the few. It is not for any age, any sect, any school level, or any special sort of person. It is for every individual boy or girl who is attending our schools, for his guidance in a life which will depend not only upon his economic productivity, but also upon his contributive personal qualities, both of which have their incentive and inspiration in the home and family he hopes to found.

## Chapter 2

# WHAT EVERYBODY IS SAYING

WE AMERICANS are gregarious, we like company. When we move, we like to move together. Perhaps this is because our country was so vast, the distances so great in the early days, we needed each other.

We still feel the need for each other in new and significant undertakings. Even when we know we are right we need the support of our colleagues and others. We like to have them stand up with us and be counted.

This chapter is a roll call: a roll call of individuals who are representative of their respective groups the country over. Their words are spontaneous expressions of men and women who advocate family life education and see in it a stimulating and restorative measure in behalf of the future of our young people and the homes they will establish.

### EDUCATION

*The American Association of School Administrators "Sixteenth Yearbook" (1938) devotes an entire chapter to personal relationships. The following is quoted from it:*

Some of the present practices of certain schools need to be questioned. Neglect and omission of the problem of sex, simply because it might arouse community conflict, means failure to fulfill our duty to youth. We may often be puzzled, but our silence only complicates the adjustment problem for young people. We can at least make sure that youth are given, in all honesty and in terms of their own understanding, the best that we do know.

The fairly common practice of inviting a physician to speak to boys or to girls may be seriously inadequate. Few physicians (except psychiatrists) by training or practice have studied the essential problems of sex. They have been taught the names, functions, and physical disorders of various sex organs, but that is a minor contribution to the great problems of affection, courtship, and marriage in modern society. Most of the conflicts which keep youth awake in troubled nights are psychological and social problems. They want to know what others will think if they act this way or that. They want us to understand why they love and hate the same person. They want to know whether the fact that mother and dad were divorced means that they are poor marital risks. They want to know whether marriages ever stay happy. They want to know how to patch up quarrels and how to keep love strong and growing throughout the years. None of us knows enough to answer all of these questions wisely, but persons well trained in psychology and sociology will be able to help much more than any but the very exceptional physician.

*Ethical Culture Schools, New York, in "Science and General Education," a report of a national committee, says:*

Obviously sex information is somebody's responsibility. In spite of overwhelming evidence to the contrary, there is widespread feeling among many adults—parents, teachers, and others—that sex is a topic better let alone; they fear possible damage to the child if the subject is poorly handled. This fear is needlessly great in view of the actual situation. Without consciously realizing it, these adults tend to assume that so long as they avoid the task, the child or adolescent learns nothing about sex. But actually, despite wishful thinking to the contrary, it is of course impossible that the child or adolescent remains a blank page on the score of sex information, or, even more particularly, on sex attitudes. If legitimate sources of accurate information and desirable attitudes are cut off, he either broods over his questions secretly or resorts to whatever offers. The choice is not that of whether he shall or shall not receive sex information; it lies between helping the youngster and letting him rely solely on his own resources.

*Robert H. Mahoney, PhD.; Director of Secondary Instruction, Hartford, Connecticut, says:*

Fortunately the teaching profession has become increasingly alert to the importance of education for home and family living. In Connecticut, the State Department of Education is insisting on the importance of according appropriate education for boys and girls. . . . Even from a pedagogical point of view, close relations between the home and the school are imperative. There should be a continuity between the kind of experience children have in the classroom and in the midst of family living. The same ideals should dominate in both instances and the same attitudes and habits should be cultivated. This can only take place if the teacher is fully aware of the kind of life the child leads when he leaves the school building and the parent is fully cognizant of what is expected of the child in the school and what the school is trying to do for him.

*Rock Island Public Schools, Rock Island, Illinois, School Counselor Miss Alma M. Volk says:*

Although Rock Island's program for sex education is still in an embryonic stage of development, it has the approval of the board of education and the support of the superintendent, the majority of principals, many teachers, deans, counselors, and guidance workers as well as that of teenagers, parents, clergy, and other community workers. When I tell this to social hygiene workers from other cities and states, they are often amazed to learn that within a two-year period a program of this type has the approval from home, school, church, and community. Since our school system is fortunate in this respect, we may continue to plan a more comprehensive program for the boys and girls in our junior high-school classrooms. In sex education, as in no other phase of education, careful handling is a *must*. Our boys and girls are very valuable potential citizens of the future. They deserve the best that we can give them through a satisfactory sex education program.

*Highland University, New Mexico, Urban H. Fleege says:*

There are in every community those who believe firmly that sex education belongs to the home, not to the school, but the disturbing facts about where and when children pick up information are making a great many people aware that our schools must assume some responsibility for the sex education of children and for helping parents do a better job.

*Union High School District, Las Vegas, Nevada, Mrs. Noteel W. Vocker says:*

The administrators and teachers are realizing the increased need for family life education more every day. Our family life classes have become very popular with the students. They all say they have gained so much from the class. They especially appreciate the knowledge they have gained on budgeting, personal relations, and making a marriage work. Everyone feels this class has become very effective in our school in the past few years.

*The Joint Committee of the American Medical Association and the National Education Association in "Health Education" (1948 edition, page 57) says:*

Sex needs no apology. For the continuation of the human species, it is no more likely that man's sex needs will be abated than that his food needs will be eliminated. The nature of them, however, is so intimate and so often repressed or disguised that a great number of complex problems of sex expression in civilized society arise. Some people, honestly but shortsightedly motivated, consider sex to be unsuitable for consideration in public and particularly in schools. Such being the case, any discussion of it or reproduction must be conducted with dignity and discretion. Any school program of sex education should be developed in close co-operation with parents and parents' groups. It is essential that parents understand what is done and are willing that it be done. Invitations to assist will often result in helpful co-operation and yield surprisingly fruitful results. In no case should sex education be attempted until teachers are adequately prepared. . . .

In a good many instances sex has been taught as a subject for apology and young people have been consistent when they despised such teaching. Sex needs to be taught as a life-function that is normal, clean, respectable, and admirable. We may then hope to have children accept it accordingly.

*New Jersey Department of Education, the Advisory Commission on Social Hygiene Education says:*

Since the 1940 survey, young people and the public in general have increased their demands for education for family life. The New Jersey Congress of Parents and Teachers has consistently promoted better understanding on the part of its members by holding regional institutes on family life education and by making social hygiene education for family life one of the local Parent-Teacher Association goals in program planning. At their annual meeting in 1948, the New Jersey Congress of Parents and Teachers passed a resolution asking that New Jersey's teachers' colleges prepare student teachers to give children sound instruction for good family living. The resolution also asked that provision be made for in-service training of teachers.

The trend toward an increasing interest in sex education as part of the education of young people for normal living is not confined to New Jersey. The movement is nation-wide. The American Social Hygiene Association is receiving more requests for help in education for family life than ever before.

*Cornell University, Ithaca, New York, Department of Home Economics Education, Margaret Hutches, Head, says:*

Family life education may well be a part of the general education of every boy and girl, of every man and woman of all age levels.

*Department of Education, State of California, Ralph Eckert, former Consultant in Parent Education, says:*

Whittier High School, Whittier, California, typical of an increasing number of high schools has expanded a unit on family relations in its required senior problems class until it consumes nearly one entire semester. Hayward High School, near San Francisco, started a class in family relations this year as an elective for seniors at the request of the PTA and the local Ministerial Association. The course has been so successful that it is now agreed that, starting this year, the course will be compulsory for all seniors.

*University of Southern California, Lester F. Beck, Associate Professor (formerly of University of Oregon) says:*

There is no special Oregon approach to sex education. What we are attempting to do is place first, class instructional aids into the hands of the teacher so that the subject of sex in its manifold aspects can be handled with dignity in any course where the teacher is inclined to discuss it. In my opinion it is a mistake to confine sex teaching to a single course such as health or personal hygiene, since its ramifications in human behavior are so broad.

*Clyde Erwin, the late Superintendent of Public Instruction in North Carolina said:*

A happy marriage is a creative achievement. It does not just happen. It is based upon careful preparation and requires faithful and constant effort on the part of each member to attain this goal. Co-operation, planning, and consideration of each member of the family are essential.

*Lawrence Kubie of Yale University says:*

The problem of marrying wisely is as universal as the common cold and just as tough an adversary.

*Dr. Ruth Bochner of New Rochelle High School, New York, reports in an article in the "New York Times":*

Contrary to the expectations of many persons, children of both sexes have viewed the McGraw-Hills' film *Human Reproduction* with dignified calm and casual attitude. One teenage girl who saw it remarked to me afterward, "It's the first time it (sex) has had dignity."

*U. S. Office of Education, Washington, D. C., 1944, Dr. Goldberg in "Reports from Conference" says:*

Education for personal and family living is based on the thesis that the sex factor in human living—as it affects personal development, and especially, in its relation to marriage, parenthood, the home, and the family—merits a dignified place among other topics of deep human interest. It is an integral part of the total education of each human being which is never finished, but keeps pace with increasing maturity and experience.

*State of Michigan, former Superintendent of Public Instruction, Lee M. Thurston said:*

Never in history have greater challenges presented themselves to educators and to family members to maintain and protect the family as the cornerstone of our society. A portion of the lay public is realizing that education is a strong weapon against juvenile and adult delinquency, hasty student marriages, and the high percentage of undernourished population.

Human beings are, in the main, alike from the standpoint of what they are seeking in life. The way they seek these elements and what they do with them will vary according to circumstances, such as heritage, health, income, and education.

Education, hard work, and co-operative, democratic living provide opportunities for a large percentage of the people to attain the highest degree of success and happiness. In some communities, individuals and families are working together in developing a way of life that makes for better home and family life, and thus better citizens and community members. Education for home and family living was defined by local groups to involve the various intangible elements of personal and social behavior, including marital and family relationships; the maintenance, beauty, and economy of the home; responsibility for the care, health, happiness, education, and growth of all family members; as well as the inter-relationships of the home and community. Since these functions are closely integrated in normal, democratic home and family life, they constitute the one large objective of the educational program of our country.

*American Association of School Administrators, "Yearbook, 1941," "Education for Family Life" states:*

Difficult as the task is, present trends prophesy that schools must take over a greater responsibility for the teaching of what is generally known as sex education. Present knowledge has greatly emphasized the need for giving to youth and to parents a more understanding realization of sex as it influences the body and the mind. The consequence of this is that education all along the line must, if it honestly attempts to prepare for present and future living, contribute its part of the building within the child of the proper regard for sex and some realization of its meaning. The building of a sense of personal and social values included in sex is required to make the acquisition of knowledge helpful.



## TEACHERS

*Highland Park High School, Illinois, Marjorie Cosgrove, Counselor of Home and Family Service, says:*

There is an urgent need to find better ways of helping young people grow in maturity and responsibility. They are growing up in a world that imposes few restrictions. The chaperone is practically extinct. An automobile can make young people anonymous in five minutes. Their lives are socially accelerated by the movies, advertisements, television. They find themselves in emotional situations that they are not ready for and cannot understand. . . .

Two primary goals should motivate us in a family life course: (1) to help the student gain self-understanding—to help him see his behavior and that of others in terms of needs and desires, to help him learn better ways of facing and solving his problems, and (2) to prepare him better for marriage and parenthood. It has been said that the disease most seriously afflicting our society is the neurotic pattern passed on in families. Emotions and a style of life are contagious. It is our responsibility to make sure that the next generation of children catch wholesome ones.

*A few typical comments sent to the Health Department, Los Angeles Public Schools, after a teacher in-service lecture series in Family Life Education:*

*Nightingale Junior High School, Allen Campbell, Principal*—Best series I ever attended. The leader impressed me as being a top notch authority and her suggestions were practical and usable. This year we are having a parent education group and passing along to them much of the information we received. In physical education classes, we are using the material with boys and girls from time to time.

*Eagle Rock Elementary School, Natalie Cole*—Made me feel that misunderstandings, worries, and guilt feelings in regard to sex were at the bottom of much self-consciousness and other personality difficulties. Am welcoming little opportunities as they arise in my fourth- and fifth-grade classroom. Would like to specialize in this work somehow.

*Belvedere Junior High School, Adelle McCord*—This advanced course is a most remarkable one. My one criticism is that it should include (under compulsion if necessary) all principals and vice principals of elementary, junior high, and senior high schools. Both courses, of course. A single teacher, armed to the teeth, cannot combat a vice principal or principal who is still back in the 1920's or before, as to sex education. Give us the chance to teach this vital material and we will have more normal adults, less divorce and far happier marriages and homes. But we need the board of education to back us and work with us. How many of the board members have attended a beginning course? How many of the Chamber of Commerce Board workers and supervisors and superintendents have attended? Why not?

*Van Nuys High School, Dorothy H. Baily*—In a workshop type of class, one gains so much incidental information—in such an interesting way that I feel it is most worth while. This course has been especially valuable to me not only for the method and material, but also for the real inspiration of the speaker.



So much human-ness, warmth, good common sense, humor, as well as such a wealth of information and experience, is not often found in one person.

*San Pedro High School, Frederick N. Bullock*—I feel I have developed better teaching qualifications because of understanding of effects of sex on the health, psychology, and behavior of students. My teaching assignment at present is chemistry. A better understanding of sex problems of young people aids in the adjustment of classroom conditions and increases opportunities for guidance and counsel.

*Wilson High School, Corrinne Brooks*—The help from this course has been immeasurable, especially in attitudes and methods of approach. I'm using some part of it every day—at home with my own small child and at school in my senior problems classes.

*Special Day Adult Education, Edith Post Shephard*—I received great inspiration from presentation of material by an expert in this field—with rich background, practical methods, and balanced philosophy. In teaching classes of adults—especially mothers of young adolescents—I have followed the leader's material very closely.

#### *Pittsburgh Sex Education Plan Becomes Model*

The success of the Pittsburgh School Sex Education Program is measured by the fact that more than ninety-eight per cent of all girls in the city's schools have received their parents' permission to take the course. For this reason, the Pittsburgh Board of Education is being flooded with questions from educators in all parts of the country, requesting information concerning Pittsburgh's Sex Education Program.

Although Pittsburgh officials know their program is far from perfect, they are more gratified by the wholehearted acceptance of their work. In other cities such programs have been wrecked by ignorance, misinformation, and misunderstanding. Before the sex education program was started in Pittsburgh school eight years ago, a girl could be graduated with little knowledge about her physical self. But today all but two per cent receive competent instruction by a skilled teacher.

#### *They Teach Character at Newton High*

"It's been a satisfying experience—the character education course we've just finished at Newton High School—the finest thing that ever happened since they put the building up." That's the enthusiastic way curly haired Eddie Simmons, president of the student body, described the home-grown seminars in personal and family relationships tried last year for the first time in the thriving Catawba town. What Eddie said is the same thing parents, teachers, doctors, and ministers are saying about this ground-breaking effort to acquaint teenagers with their bodies and their emotions, and to point out to them moral responsibilities to themselves, their friends, their families, and to society. The amazing thing about the whole experiment is that it has provoked not one word of criticism. It has turned out to be a "natural," not a "shocker."

## STUDENT OPINION

*Following is a random selection of written comments from hundreds of observations of high-school students following a sex education unit in their senior year.*

THIS is one of the most educational classes that can be had. But I wish it could be taught at a younger age. Younger people need this just as much or even more than we do. It has cleared many doubts in my mind. Now I know why boys act so, and I am glad I can be more understanding toward their childish ways or immatured attitude.

\* \* \*

MY MOTHER was very pleased with my books and this course. I took my books home and showed them to my twelve-year-old sister. She especially liked "Teen Days." The only comment I would have is that this course should be given before you reach the twelfth grade. I did learn a little, but I knew most of it already.

\* \* \*

MY COUSIN who is pregnant read *Being Born* and learned a lot she didn't know and certainly should. My sister and cousin, mother and aunt, plus my fiance believe this course is very necessary. They also believe the course should start in the tenth grade with a gradual increase of the part listed on part 1, 2, 5 (female, male reproduction, and birth process). They should stress the course on the bad points of pre-marital relations. By the time you are in the twelfth grade you have learned about pre-marital relations or even experienced them.

\* \* \*

A VERY good course which every girl should take. I think a longer course on this subject particularly on Subjects 6, 7, and 8 in question III. (Nature of love, nature of infatuation, and problems of pettings.) Most girls are struggling with these problems.

\* \* \*

I THINK the same as my mother does that it is a very good course. But it should be given to sophomores and juniors more than seniors. Because usually by the time a girl is a senior in high school, she pretty well knows the facts about life.

\* \* \*

I THINK there might have been a test before this and had the girls write names on them and put them in a class by how much they knew about the subject, therefore, people would not have to hear things that they heard before.

\* \* \*

THE SUBJECT was very tough and I learned a number of things about the things I didn't know. My mother thinks this course is very necessary for senior high-school pupils.

\* \* \*

I TALKED about this course to my parents. They think it's a good idea. I enjoyed this course very much. The teacher was very frank and I thought she did a fine job of it.

\* \* \*

I THINK the subject should be taught by a specialist in the field.

\* \* \*

THE CLASS on a whole is of great value to each individual. If more knew of the actual happenings and process connected with the understanding of sex, it wouldn't be frowned upon. It is true some mature earlier than others, but, when it comes to this, I'm sure everyone would be more than willing to co-operate. It wouldn't hurt to inform the parents of how important sex education is.

\* \* \*

MY MOTHER thought the course was a very good thing. The books which we used were excellent. We could have gone into real love more thoroughly, I believe. This course could be given at an earlier age. I knew a lot of the information in this course before I came.

\* \* \*

IN MY opinion this class has been highly constructive and interesting. I think that sex education should be academic in high school.

\* \* \*

I HAVE enjoyed this class very much. Before I had come in here, I did not think so much of all that we have been talking about. The course was very interesting. I think that every girl should have the opportunity to take this course.

\* \* \*

"BEING BORN" is perfect for fellas and girls to read; I've never read better!

\* \* \*

I THINK this class has been very beneficial. It has explained many things which bothered me. However, I feel the course should have been presented in our sophomore year. If the girls possessed this knowledge at a younger age, perhaps many of them wouldn't be sorry for things they have done.

\* \* \*

I WISH we had discussed in detail the spiritual value of marriage. However, from the biological point of view, I think that we covered a sufficient amount. Our teacher's talks and explanations, I think, were excellent. They certainly cleared up all of the questions that I had!

\* \* \*

I THOUGHT the class was a very helpful class. I think every boy and girl should have a course similar to this one in finding out the information that troubles them in sex life. I think this particular class study should be studied in the ninth and tenth grade, instead of waiting until the senior year. My

mother enjoyed the book, *Teen Days* and she is very much in favor of this class study.

\* \* \*

I THOUGHT the class was very good and the teacher very good. I think the book *Being Born* was the best, but *Teen Days* was good too. I think this class has helped me to understand a lot as I am to be married in June.

\* \* \*

I THINK every young couple should have the opportunity we have had of discussing the subject of love and marriage from the spiritual, scientific, and understanding points of view. It really draws the two together. Poly should continue this course—girls need such a group to untangle the different ideas—some opposing—that are drilled into them from childhood.

\* \* \*

ALTHOUGH MY mother and I have very free discussion on this subject, I found I learned things that she had overlooked. I think the course is very valuable and especially important for girls of our age.

\* \* \*

I LEARNED a lot more about what I already knew a little. The course cleared up my curiosity. I liked both books. My parents approve wholeheartedly of the class! I feel that, when this type of study can be put on a co-ed basis, it will be really something. The class should be like ours—no committee work. I get more out of it by just listening.

#### HEALTH AND MEDICINE

*University of California, Berkeley, "Journal of Social Hygiene," Judson T. Landis says:*

It is unfortunate that there is a misconception in the lay mind, and even among some professions, when it comes to distinguishing between family-life education and sex education. Sex education is not family-life education. Sex education is only one part of family-life education. Sex education should have its proportionate share of attention. Certainly it cannot and should not be ignored or omitted. Neither should it be allowed to predominate over other important phases . . . or to become the tail that wags the dog.

*Columbia University, Teachers College, Dr. Osborne, Professor of Education; and President of the National Council on Family Relations says:*

Just as in earlier days there was a tendency to think of family relationships as primarily homemaking, so in some quarters today, sex education is the primary content of courses called human relationships or family life. Planners of courses in family life education should make sure that there is a broad coverage, one that will meet the needs and interests arising out of every phase of family life.

*New York State Health and Physical Education Association at the Syracuse annual meeting, December 27, 1939 stated:*

Much has been said and written concerning the relative responsibility of home, church, school, and other community agencies in the field of sex education. The committee believes that they are jointly responsible—that they should co-operate in this undertaking. There are several considerations which support this view.

In the first place, it is actually impossible for any one of these to delegate entire responsibility in this matter. This is generally regarded as true of the home, where it is natural that the child will ask his first questions and receive his first impressions of family life. It is also true of the school, for even in the most traditional school program, not a day goes by without affecting the adjustment of boys and girls, desirably or undesirably. Indeed the effect may be quite as great when teachers emphasize sex through persistently ignoring it, as sometimes happens.

Co-operation of all agencies will prevent the school's moving ahead without the understanding and support of all concerned. There will then be no possibility of the parents resenting the school's action, on the one hand, or on the other, feeling that the home's responsibility ceases because the school has begun. As a matter of fact, in most communities where sex education has been attempted, parents have generally expressed hearty approval of the undertaking. There is perhaps a greater danger that they will wish to shift the full responsibility to the school or other agency. Since the whole purpose is not to reduce the responsibility of the home but to increase the opportunity for the development of the child, co-operation of all agencies is essential. A third consideration in support of such co-operation is the disintegrating effect on the child when parents, teachers, and other adults set conflicting standards.

No responsible person appears to question the importance of sex education. What parents and teachers do question is their ability to handle the problem. This doubt is justified, but it relieves neither home nor school of responsibility. Rather it offers a challenge to find what qualifications are necessary and how they may be obtained.

*Los Angeles Board of Education, Health Department, Dr. J. L. M. Goffin says:*

Handicapped as the work is at present by scarcity of trained teachers in this field, and changed as it has been through the years, it is here to stay as an accepted and approved part of that broad, new type of education designed to fit the pupil for all phases of living. Constant requests for speakers to address meetings on this subject is only one indication of this popular interest which has come to my attention.

The process of getting such courses accepted by the public and properly taught in the schools is a slow one, like education in any subject. Universities and colleges are slow to adopt this subject as part of their teacher training, awaiting popular demand to show new needs and trends. Gradually, more teachers will be prepared to teach it with a professional attitude and from a background of sound knowledge.

The reason so many object to sex education is that they think of it only in physiological and disease-prevention terms. Whereas, as a fact, modern sex education uses the physiological only as a basis and is concerned chiefly with an understanding of psychological relationships between the sexes, in the home and school. Training of teachers is a "must" in teaching this subject, which is one more angle to prevention of delinquency.

*Cook County (Illinois) Behavior Clinic, Dr. Harry R. Hoffman, Head, says:*

A campaign of education on sex hygiene should be inaugurated now.

*Health Department, Pasadena Schools, Chief Physician Inspector Dr. Paul B. Kinney told members of the Altadena Kiwanis Club that:*

Parents have but one choice: to have their children learn about sex from trained teachers in a planned course or to learn about it from friends, perhaps inaccurately. Sex education should start in the home when children are still very small and be taught also by churches and the schools. Support of the program for sex education was promised by Kiwanis Club President Fay I. Caldwell, who told Dr. Kinney at the end of the program that the club was behind him 100 per cent.

*Asheville City and Buncombe County Report on Mental Health Institute states:*

Recognizing the hesitancy of many teachers to undertake instruction in this area of education, the board of the Family Life Education Council of Asheville and Buncombe County appointed a committee to explore the possibilities of an institute on human development for elementary teachers. This committee immediately consulted J. W. Byers and T. C. Roberson, superintendents respectively of the city and county schools. Both were enthusiastic to the extent of assisting with plans for the institute and of allowing teachers some school time in order to participate. They were also desirous of having all teachers, city and county, grades one through eight, from both the white and Negro schools benefit from this in-service training.

An institute on human development, held in Asheville on November 7 and 8, 1949, and directed toward building sound mental attitudes and toward sex instruction in its appropriate relationship to all phases of living, was the culmination of much previous work along similar lines in Asheville and Buncombe County through the schools, the PTA's, the Family Life Program, the Mental Hygiene Clinic, and the health departments.

Comments have already been received by the committee to the effect that there was much discussion of the institute among teachers and that many have expressed a desire to include appropriate sex instruction as a part of their regular teaching. It has been suggested that a follow-up institute be held next year to further develop wholesome attitudes toward this subject.

*American Social Hygiene Association, Report of the Subcommittee, Jacob A. Goldberg, Editor of "Education for Personal and Family Living," summarized:*

Education for personal and family living is being carried on in many schools, under various names and sometimes under none. Methods of teaching likewise

vary, depending upon the personality, competence, and training of individual teachers. If the children in our elementary and high schools are to be adequately trained for satisfying adulthood and properly prepared for family living and parenthood, more and better programs are essential.

While many colleges—between 500 and 600—provide some instruction and guidance in preparation for family living, much of the current effort is too sketchy to meet the needs of today's students and tomorrow's parents. The urgent need for such education is evident in our social life, for procrastination will merely aggravate delinquency, divorce, and social and personal maladjustments.

Since many social factors impinge upon the lives of families and communities and create their own train of burden and hardship, not all our ills, or even a substantial part of them, can be overcome by education. Yet the joint efforts of parents, religious leaders, educators, and community leaders—directed toward education for personal and family living—can be reasonably expected to prevent or ameliorate many of our current personal and social ills.

*Hartford, Connecticut, Hospital, Department of Medicine, Dr. Hilda Crosby Standish, Assistant, states:*

Sex education assumes its place in the scheme of things as a part of general health information which is honest and wholesome and on-going as a child's ability to understand it enlarges, with the additional necessity of helping to establish and maintain a high sense of values in both beliefs and actions. It behooves us as parents to seek constantly to improve our understanding and ability in this field and to encourage teachers and counselors to work with us in the great task of preparing our children to meet the challenge of today's world with high ideals, abundant courage, and lasting faith.

*American Social Hygiene Association, former Executive Secretary Walter Clarke, in 1945, made many pointed observations concerning the need for and steps which can be taken to promote sex education. He says:*

Sex education as a part of instruction in health and human relations needs to be established on a nation-wide scale to be effective. If we may profit by past experience, the American Association of Social Hygiene by experiments, demonstrations, and studies should develop first of all a broad, basic policy regarding sex education which it can advocate nationally. This, I believe, is an essential step.

*Columbia University, Bureau of Publication, "Genes and the Man," biophysicist, Bentley Glass, stated:*

It appears to me important that we should understand the epic sweep of an individual's growth and development up to maturity and the long years of decline thereafter, together with those tenuous, physical bonds that link each generation with all before and after—that we should understand these by tracing them from their beginnings in protoplasm and the genes.



*Leslie Hohman, a physician, in his book, "As the Twig Is Bent" states:*

The best way to work toward an accurate picture of any subject that involves personal applications, in which passions are latent and around which prejudices swirl, is to sketch the picture impersonally and dispassionately and with as great freedom from prejudice as possible. For this reason, I would begin to give children accurately proportioned sex information before they see anything powerful and immediately personal in it, before vague impulses can remotely approach passion; at a time when their unsullied minds are fresh from prejudices of any sort.

In other words, I would begin to give children healthy, dependable information just as soon as they talk. The knowledge should be absorbed through open, casual comments a little at a time. It should be acquired so quietly, as well as so early, that children will feel later that they always have been aware of it as they seem always to have been aware of the stars.

*Chesser and Dawe, in their book "The Practice of Sex Education," discussed physiological considerations of sex in conjunction with the psychological. The following quotation sets forth their position:*

"It is customary to speak of the physiology of sex and the psychology of sex as though the two were separate; in fact they are so closely blended—so closely blended, indeed, that it is almost impossible to conceive of any mental effort whether conscious or unconscious, without corresponding physical change."

It is now recognized, according to Chesser and Dawe, that the endocrine system is responsible for our sexual make-up. Therefore, they pointed out, biochemistry may supplant psychology and other remedial measures for difficulties and abnormalities in our make-up.

*Abraham Stone, noted physician from New York City, says:*

When should education for family life begin? In college—much too late; in high school—yes, but even then it may be too late. In its broadest sense, education for family life should begin at home and continue in school. Impressions which children obtain in their formative years may leave a lasting mark upon their development and adjustments in later life. Children acquire attitudes long before they can even understand the "facts" of life, and attitudes are acquired early in life—in the home and in school. Preparation for the social, emotional, and physical task of marriage and parenthood should, therefore, begin in life and become an integral part of the child's total education.

#### THE LAW

*Milwaukee, Wisconsin, Chief of Police Joseph Kluchosky, reported in the "Milwaukee Journal":*

Letters from girls between twelve and sixteen asking for advice about life convinces me that there is an urgent need for parents to wake up and talk plainly to daughters before they learn half-truths or sordid versions from other sources. The basic reason for Milwaukee's juvenile delinquency is the appalling neglect of many parents to teach their daughters the correct facts about life.



*Los Angeles, Sheriff's Office, Captain Bill Barron, is quoted by Bess M. Wilson, Editor of Woman's Page, "Los Angeles Times":*

The fight against sex offenders, like the fight for other safeties, is a fight for education. The teaching must begin as soon as the child can learn and continue through adolescence. It is the responsibility of the parents, first of all. When it gets beyond their skill, the schools and community must help.

*Chicago Criminal Court, Justice Michael L. McKinley says:*

I feel very strongly that the subject of sex should be frankly and openly discussed between parents and children. Parents should warn their children of the pitfalls ahead.

*Grand Jury Foreman George D. Pettit suggested sex be treated in school courses and said:*

The grand jury has been impressed by the great number of sex crimes and the sexual aspects of young criminals.

#### STATESMAN

*Ex-Governor Earl Warren, California:* At the closing session of the Governor's Conference in Sacramento preceding the Mid-Century White House Conference on Children and Youth, running through reports representing the combined thinking of more than 2,500 California citizens was a strong urging that all community agencies, particularly schools, concentrate on education for family life, so that boys and girls would be better prepared to be good husbands, wives, fathers, and mothers.

Seven out of nineteen sections urged that schools set up family living courses on various levels beginning in the elementary schools and going right on. "Qualities essential to individual happiness and responsible citizenship" ranked high in all deliberations of the 250 delegates, representative of youth groups throughout the state. Because the schools are the one agency which reaches all youth, they have an added responsibility for promoting good community living, aiding in the development of family life, and insuring sound mental and physical health.

#### CLERGY

*Staten Island, Immanuel Union Church, Reverend James H. Link, pastor, states:*

My experience in a pastorate convinces me of the value of starting sex education early. There is a great need for the churches today to help in this matter. I have found in my case work, that over and over again many problems have roots in a family's sex life. Parents are hungry today for help in giving their children sex education. The two pamphlets which the church offers on its reading table in this matter are constantly out of supply. Fifty copies of a pamphlet placed on the reading table before a church service will be gone when the congregation leaves. The public schools are not doing the job they should be doing on the problem.

*New York City, Chairman of Co-ordinating Committee of Catholic Lay Organizations, Edward Lyman, is quoted by Director Lyle M. Spencer as saying:*

Let us agree, while insisting on the primary right of being a parent, that the teacher and the social worker have a very definite part to play, also in sex education for family living. There are, in every community, those who believe firmly that sex education belongs to the home, not the school. But the disturbing facts about where—and when—children pick up sex information are making a great many people aware that our schools must assume some responsibility for teaching sex education to children and for helping parents to do a better job.

*G. Stuart Watts-Sydney, chaplain in the A.I.F., in his article in "Marriage Hygiene" (Vol. 1, No. 3, February 1948) tells of his work in co-operation with the Army Medical and Educational Services:*

The most popular lecture subject was the psychology of sex. It was a common experience to talk to the men for two hours with an hour for questioning. In New Guinea, they came twenty miles from advanced jungle posts to attend the lectures. The hunger of the men for adequate instruction in sex matters was deeply touching. Of the hundreds who came for private interviews, not one had received any in early life from their parents or other responsible adults. The only information which they had gleaned came from furtive conversations with older schoolmates, who volunteered to tell them all if they promised to say nothing about it at home.

I will sum up my impressions briefly by saying that I found an appalling ignorance among all ranks of men, both of the physical and sociological aspects of sex, and along with that, a pathetic desire to learn the facts and a determination to set or re-set the foundations of married life rightly and well. I found too, that the overwhelming majority were longing for a home life with the girls of their choice, and not just for sexual experience with a number of "chance comers." I came back more convinced than ever I had been before of the necessity of scientific instruction during the first five years of life—that early formative period during which, through ignorance of the vital facts and the resulting bewilderment and frustration, the seeds of all later difficulties and neuroses are sown. This campaign of scientific enlightenment must go forward and no religious, political, or "moral" interests must be permitted to stand in its way.

*New York, National Jewish Welfare Board, in Jewish Center Program Aids, quotes from "The Meaning of Marriage and the Foundations of the Family" by Sidney E. Goldstein:*

In the course of 400 years of history the people of Israel have accumulated a social experience that is unique, and out of this experience have come concepts of marriage and the family, codes of conduct, and also principles and ideals that embody the wisdom of centuries.

*Twelfth Annual Convention of the National Catholic Conference on Family Life, Washington, D. C., 1944, Right Reverend Monseigneur George Johnson, Ph.D., in "The School Helps the Home" says:*

Even from a pedagogical point of view, close relations between the home and the school are imperative. There should be a continuity between the kind of experience children have in the classroom and in the midst of family living. The same ideals should dominate in both instances and the same attitudes and habits should be cultivated. This can only take place if the teacher is fully aware of the kind of life the child leads when he leaves the school building and the parent is fully cognizant of what is expected of the child in the school and what the school is trying to do for him.

In the past, contact between the home and the school was maintained on the basis of the report card. Until recently, and even largely today, the school report reveals nothing at all concerning the child, his character, and his personality; it only apprises the parent of the teacher's subjective judgement of the child's progress in the mastery of subject matter. The report card does not bring about any meeting of minds between teacher and parent or any common council concerning the child's direction and guidance.

#### PARENTS

*Mrs. Eleanor Roosevelt, in her column in the "Los Angeles Times," states:*

Asked by a young reporter what I thought about sex education . . . and some of the objections to it, I was at a loss to understand how sensible people could be making a to-do about something which should be treated as naturally as the ordinary things which we begin to teach children in their babyhood, hoping they will fully understand when they are grown. We start teaching babies how to eat and how to dress themselves. We teach them habits of cleanliness and we go on to good manners and the various necessary graces and morals. It seems to me that sex education is much like this type of education. It goes on in the home and in the school.

*Mrs. Burton W. Chase, wife of the Mayor of Long Beach, California, says:*

I am completely sold on the idea that happiness and welfare of the community and the country begins in the home and I am stressing family life training in schools as one means of checking juvenile delinquency and preventing broken homes. Family life education is a "must" for high schools. No child should be allowed to be graduated without family life training, for these young people are potential parents, and with the parents lies the responsibility for keeping their children on the right path.

*California Congress of Parents and Teachers, Tenth District Executive Board states:*

Sex education should be an integral part of the curriculum of the Los Angeles schools, at the elementary, junior high, senior high, and junior college levels.

The PTA took issue with Dr. Stoddard when he was superintendent of schools for limiting the showing of films *Human Beginnings* and *Human Growth*, which the PTA had formerly endorsed.

## YOUTH ORGANIZATIONS

*Boys' Club of America, David W. Armstrong, Executive Director, states:*

We are keenly interested in family life, but none of our Boys' Clubs is equipped to undertake service to, or education of, the whole family. We are, however, concerned and are willing to participate in such education as far as staff limitation will permit. As a part of our guidance program, we do try to guide the boys in such matters as boy-girl and family relations, sex and other matters. There is no question but that there is need for all of us, who are in contact with individuals and families, to do all we can to preserve the family as the most vital element in all our lives.

*Child Welfare League of America, Assistant Executive Director Joseph H. Reid states:*

Family life education programs are carefully conceived and directed toward helping all parents gain a better understanding of themselves, their children, and human beings in general—an important way of strengthening any nation. Family life education is, in a true sense, preventive since it is directed toward bringing to parents accurate information concerning human growth and development that will help them in their relationships to others. Through such programs parents can avoid mistakes which may lead to divorce, the delinquency of children, or unhappiness in general. Many child welfare agencies in the country have loaned staff members to family life education programs to participate in this method of preventive education. The League feels strongly the need for promoting and extending such programs.

*Boy Scouts of America, National Director, School Relationships, Harry K. Eby states:*

You may be interested in knowing that upon invitation of Mrs. Newton P. Leonard, President of the National Congress of Parents and Teachers, five major youth serving agencies participated in her National Board of Managers meeting in Chicago last September to discuss PTA and youth serving agency relationships. Also we will all participate in the National Convention in Oklahoma City this month and will have exhibits on our programs. We have been greatly benefited by their new national policy on Co-operation with Youth Serving Agencies. The increasing desire of schools to work with all worthwhile "out-of-school" organizations can help in the total education of the child. Superintendents, principals, and teachers realize that what happens to the child during his free time can support and supplement the influence of the school, or it can cancel out its character and citizenship teachings.

*National Board, Young Woman's Christian Association, "Family Life Education, Helen Southard, editor, states:*

Teenage interests and concerns can be said to go from A to Z. Good family-life education builds on these interests in a way that supplements the training of the home, increases competence in living, and strengthens spiritual values.

We have some new information to help us as we plan programs with teenagers on better living. First, we have factual material about some of the experi-

ences and backgrounds that are associated with successful marriages. Second, we have increased knowledge about the subject of mental health. Also, we have new information about teenagers themselves and about the world and society in which they live. Many publications, films, and other resources are available to help us in program planning.

Even though only a few Y-Teens may be thinking of marriage in the near future, programs of marriage education can be planned within the broadest sense as marriage education is more than sex education. The national health statement of the YWCA recognizes this fact in these words: "The health program of the YWCA includes promotion of family life education, including preparation for marriage in the physical, psychological, economic, and spiritual aspects."

Recent statistics indicate that women are marrying young but with one tenth of them not married by their thirty-second birthday. Research shows that the happily married have a high capacity for companionability; they can manage and agree upon finances; they relate happily to children; they have good mental health, such as the capacity to handle frustration and to think and act independently within the marriage relationship. Marriage is more than a physical relationship; it demands a competence in interpersonal relationships that is also essential for a satisfactory work life, recreational life, or home life. Thus, developing competence in interpersonal relationships is important for every individual, whether one is to marry or to remain single. In fact, the U. S. Office of Education in Washington continually stresses that, among many other additions today to the old-time 3-R's of education, there should be especially added the R of relationships.

#### PSYCHOLOGY

Sigmund Freud, in his *Collected Papers*, stressed the importance that sex has upon early childhood development and of a well-balanced life during a child's early years. He considered the early years of life as that period in which most of the foundations of personality and later life patterns are established, as is indicated in the following statements:

The newborn infant brings sexuality with it into the world, sexual sensations accompany it through the days of lactation and childhood, and very few children can fail to experience sexual activities and feelings before the period of puberty. The first six to eight years of life are not usually remembered, but it cannot be assumed that they are unimportant to later sexual life, and to later all-around adjustment. . . .

F. M. Teagarten in *Child Psychology for Professional Workers* pointed out that only during the present age has attention been focused on the guidance of children. In all such periods of changing emphasis, adults often find themselves confused. She found this confusion especially evident in the area of sex education today. To her, sex education is an important and necessary part of the total education of a child. Parents, teachers, and all of the agencies dealing with children and youth should share this responsibility. She stated that the

best thinking on sex education is indicated by the statement: "In the expression sex education, the more important word is education."

#### JOURNALS

*"National Education Association Journal," January 1949:*

Men and women, boys and girls have a stake in the success of family life. They should have preparation for effective participation. Half the men in this country who marry for the first time do so before twenty-five, and half the women before twenty-two. Readiness for marriage implies many things have not been dealt with realistically in most schools. It requires personality sufficiently mature to take responsible charge of meeting personal needs, readiness to assume a permanent relationship through which affectional needs of both marriage partners are met, and understanding of the values to be sought in family development, and the skills and abilities needed for homemaking.

In many marriages, young people assume, within a short span of years, the complex responsibilities involved in parenthood. Their children need affection, personal recognition, and wise guidance. We cannot expect young people to become good marriage partners and parents without opportunities for study and experience in using the best concepts of child guidance and family relationships. Education can make the difference between haphazard, uninformed adjustment to marriage and intelligent, purposeful, emotionally satisfying development of family relationships.

*Life Adjustment Education in the American Culture, Circular 335, October 8-10, 1951, Federal Security Agency, Office of Education, Earl James McGrath says:*

The achievement of democratic home and family living is an act for whose mastery educators and parents need to work in unison. . . . Youth have physical problems which are closely allied to the relationships between them and their parents. The nutritional needs of children present problems, as do the shelter and clothing needs. However, given economic security and stability, the family handles these problems much more intelligently and satisfactorily than they do those which are concerned with sex. Sex education is not so much a matter of information as of attitudes. Boys and girls of secondary-school age are called upon to accept the responsibilities of independent life as young adults and to accept their male and female roles. They have to do this in terms of their past experiences. Many of their childhood problems in relation to sex are re-awakened and intensified. They need advice and security from their parents. Whether they get the guidance and help that they need depends upon the quality and nature of the parent-child relationships which will reflect the degree to which the parent is able to sense the need and give the help, and the degree to which the child is receptive to advice and guidance.

#### OPINIONS FROM OTHER COUNTRIES

*Sweden*—A survey by Reuters shows the Swedes in the lead, with Danes and Norwegians close behind. Swedish children start getting lessons on reproduc-



tion at the age of seven. Official handbooks guide teachers in both primary and secondary schools. For adults, the Swedish Association for Sexual Information has advice centers in all big towns.

*Denmark*—Starts its sex lessons when children reach their teens. Unlike Sweden—where teachers do the explaining—the classes are addressed by doctors. Adults also have a "school for marriage" started last year by a pastor.

*Norway*—Is just starting on a similar program for children. Youngsters from twelve to fourteen now are required to receive instruction in the schools. The Norwegian plan is still new.

*Britain*—Sex education is being gradually accepted after a long struggle between parents, doctors, education authorities, and churches. So far there is no standardized system. In some schools, children are told everything; in others, nothing.

*Britain—The Methodist Church:*

The extent of marital breakdown in due (a) to inadequate preparation for marriage: among other causes, to ignorance of the physical facts of life on which marriage depends and of the mutual adjustments of the sex relationships proper to marriage; (b) to lack of knowledge of the purposes which marriage should fulfill in the life of those who contract it and in the life of the community: *viz.*, fellowship and parenthood in the first and the stability of home life and the nurture of children in the second . . . (c) failure to recognize the binding character of the marriage relationship. . . .

*Britain*—From the organized bar came the thought that: Sexual failure is the primary and basic cause [of divorce] and the remedy would appear to be a more adequate pre-marital education for both sexes. . . .

*Britain—The Headmasters Conference:* Most [persons] appeared to be agreed that a cause of the increased rate of marital breakdown lays in the inadequate preparation of today's youth for marriage.

*Belgium*—Recently appointed a commission to consider whether sex is a subject for school children. An educational official said: "The present attitude of reticence is 'outdated.' From an exchange of information from abroad, we have learned of the benefits to be gained by the frank teaching of sex matters to school children in their teens"

*Canada Junior Chamber of Commerce:* An article in the "Toronto Star" says:

The records show that an increasing number of teenage persons have today become involved in early marriages, early divorces, and venereal disease infection. This would indicate that the public schools and other educational agencies appear to have had insufficient influence in the life of the average young person. What are these agencies going to do about it?

It is encouraging that the question is being discussed also among the youth. At last year's meeting of the Junior Chamber of Commerce of Canada, a resolution was passed recommending that sex hygiene should be one of the subjects taught in Canadian schools, and that it should be included at all levels of education, from the primary grades to the university.



The social aspects of venereal disease are today more of a problem than the medical. Its prevention depends largely on the education of young persons in the responsibilities of social living. It requires that boys and girls should receive scientific education about the origin of life and their responsibility for life. It requires that young men and women should be inspired with a wholesome attitude toward one another.

Can such matters be taught at school? Last June the Gallup Poll found that more than nine out of ten Canadians were in favor of providing, in the high schools, lectures on the prevention of venereal disease. Frances Bruce Strain has stated that "sound sex education is the greatest single measure for the protection and guidance of young people," and that where it was provided it has been a leading factor in lessening social disease, illegitimacy, and juvenile delinquency. Thoughtful young persons are themselves beginning to campaign for this type of education.

The following quotation from Chesser and Dawes, *The Practice of Sex Education*, makes a fitting close to the many stimulating expressions in support of the whole structure of family life and sex education:

If we could conceive of some happy state in which children had an entirely normal and natural home background, where there were no false morals and no unhealthy inhibitions to be acquired, where life was lived genuinely close to and true to nature with no false modesties and conventions to influence the child, the sexual urge would express itself in a proper and healthy manner. But we have strayed so far from this ideal that even those, who realize most clearly the urgent need to apply corrective measures, can hardly be entirely free from the effects of the long, destructive "age of darkness" in which it was regarded as a sin to turn on the light so that sex could be seen clearly for what it really is.

Today, sex is under the glare of publicity. The spotlight is something still partly clothed with ancient garments which keep out the air and sunshine. And it is clear that, no matter what steps we take now, however thoroughly we seek to remedy the ills which have been produced by past errors, we shall not be able to eliminate the results of centuries of false teaching and ignorance in a day, in a year, or even in a lifetime.

But just so long as parents and others answer truthfully, and without embarrassment, the questions children ask, there will be an improvement and a very marked one, though we must not anticipate that a new heaven and a new earth will promptly appear once parents carry out the advice given in this book. The child, helped from the start to regard sex as something "nasty" or "unmentionable," can be helped to accept the limitations and restrictions which society deems wise to impose upon him, for the good of the community. The great thing is to help the child to be free within himself.

## Chapter 3

# SURVEYS AND STATISTICS

SOME of us like to be influenced by the enthusiasm of the spoken word. Others of us, a bit harder headed, like the sterner stuff of statistics, figures, surveys, and questionnaire results. The following pages give the results of a cross section of a number of such studies taken from time to time over the country. Numbers, places, location make no difference—the results are unanimously, wholeheartedly in favor of family life and sex education. Never, so far as we can discover, has there been a survey in the past fifty years that has not been in favor. Why keep on searching for the ghost that isn't there!

*The Adult Education Association of the U. S. A.—Second National Conference on Home and Family recommended the following measures:*

1. A survey of public and private agencies to discover those with programs concerning adult education in home and family life.
2. A committee be appointed to facilitate the functioning of an advisory counsel on national, state, and local levels—the committee to act as a clearing-house and to encourage co-ordination of active agencies.
3. A standing committee be appointed to examine the role of family life in the adult education movement.
4. An in-service training committee to be added to study successful leadership programs and to set up a pilot demonstration of training or to find a community that would conduct such a demonstration.
5. The development of slide films showing proper means of training leaders.
6. Provision for an opportunity on the programs of future annual conferences for consideration of home and family life education.
7. Appointment of an evaluation committee to give assistance in exploring sound bases for the evaluation of effective programs.
8. Encouragement of education for home and family life by various agencies involved.

*Mr. Malcolm S. Knowles, Administrative Co-ordinator of the Adult Education Association, writes: "As a result of these recommendations, a standing committee on home and family life education is being created at this moment under the chairmanship of Dr. Mary S. Lyle, Home Economics Education Department, Iowa State College, Ames, Iowa."*

*The National Catholic Conference on Family Life, Sixteenth Annual Convention, March, 1949, Hartford, Connecticut—Director of Secondary Instruction, Dr. Robert H. Mahoney presented the following:*

In recent years a considerable amount has been written on education for home and family living. However, it is a well-known fact that we have been slow in implementing our ideals and objectives. In an effort to learn something about our accomplishments and opportunities in this area, I recently invited 118 high-school seniors to answer two questions. The answers were to be unsigned to make sure that there would be complete freedom and frankness in the students' responses. The questions were these: (1) To what extent have your high-school experiences prepared you for effective family membership? (2) What are some of the things which, in your opinion, should be taught in high school to prepare boys and girls for successful family relationship and for marriage?

As I mentioned a moment ago, 118 students answered these questions. Fifty-seven attend a Catholic academy for girls. Sixty-one are students in a large urban public high school. Twenty-seven of the public school seniors are boys. The responses to these questions make interesting reading. They are at once thought-provoking and challenging. They support the conviction held by thoughtful teachers that curriculum improvements cannot come unless those responsible for the school curriculum understand youth, are concerned with their problems and needs, and are sensitive to the lacks in their lives. . . .

Turning to question 2, "What are some of the things which, in your opinion, should be taught?" *etc.*, the public school boys and girls mentioned the following.

From twenty-eight students came a demand for sound sex education. One boy wrote: "I am all for this type of instruction. Many people say it is a job for parents to instruct their children. But there must be plenty of kids whose parents, like mine, never told them anything. Everything I learned I learned on the street and before I could distinguish the right and wrong of what I heard and saw. I've made many mistakes during the past few years and I'll continue to make more, not because I want to, but because I've never had the proper education in this matter and the only way I'll learn is by making mistakes. The mistakes could possibly have been avoided if I had been told a true story in the beginning. When is someone going to see that I get it?" Many other students are equally insistent in their plea for sound sex knowledge.

Six boys and two girls asked for greater emphasis on good manners. Six students asked for a course in psychology that would help in understanding people and help improve human relations. Miscellaneous requests included the following: courses in family relationships, in marriage problems, in home management, in child care and child psychology, in cooking (a special offering for boys), in good grooming, in religion and ethics (three girls), in home mechanics, and in the biological sciences.

Girls asked for guidance on how to act on a date, and how to "differentiate between a date and someone they would like for a husband," on how to pick

a mate, on how engaged couples should conduct themselves, on how to raise a family, on how to recognize and prevent disease, and on how to build a wholesome philosophy of life. Girls who were enrolled in homemaking were particularly sensitive to the importance and value of education along these lines.

*National Catholic Welfare Conference, Washington, D. C., Family Life Bureau, in "Preparation for Marriage and Family Living—Reverend Edgar Schmiedeler, O.S.B., comments on the survey by Dr. Mahoney mentioned above:*

1. The adolescents of today are more frankly interested in marriage and its problems than were the younger people of a generation ago.
2. At present, high-school boys and girls are very much troubled by the instability of marriage.
3. Young people are deeply interested in sound preparation for marriage.
4. They are demanding that this instruction be offered by competent teachers—by teachers to whom this whole matter is really important.
5. In general, the public school students interviewed give greater stress to *information*; the students in the Catholic school give greater stress to *attitudes*.
6. It is evident that young people are demanding a great deal more than is comprehended in the present offering of most of our schools and that there is a readiness for an improved program of instruction. They are searching for a scale of values even more than they are looking for techniques that will make marriage successful.

*"The International Journal of Sexology"—L. A. England says:*

The chief aims of the England surveys were to discover (1) sex practices of the British people and (2) what the people say about the subject. An attitude questionnaire was developed and passed upon by a board of seven outstanding persons. Definite efforts were made to secure a representative cross section of the British Isles as well as of the British people of whom two thousand were interviewed. Résumé of the first section of the study: Less than one percent of all persons interviewed refused to continue answering questions when they learned the subject matter was sex. Eleven per cent agreed to give their names and addresses for further questioning. Only one, an army chaplain, indicated he thought the whole questionnaire was "gun powder."

The second section of Leonard England's study yielded the following data:

1. Sixteen per cent, mostly of the younger age group, received sex education at home.
2. Twenty-five per cent received it in a hit-or-miss fashion.
3. Thirteen per cent learned primarily from other children.
4. Twelve per cent found by experience.
5. Those who learned in miscellaneous ways and from other children often had no objection to that process.

6. Seventy-six per cent of all persons interviewed were in favor of sex education, fifteen per cent were definitely opposed. Doctors, clergymen, teachers were more in favor than others.

7. Of those interviewed, fifty-four per cent would favor starting this training between the ages of eleven and fourteen years. Fourteen per cent would have it start as early as possible, especially below the sixth year. Only thirteen per cent favored commencing after the fifteenth year.

8. Women were indicated as imparters of sex information twice as often as were men.

9. Both men and women were anxious to delegate the teaching of sex education to the schools.

The British study is significant in that it pointed to an international interest and a felt need concerning knowledge for children relating to sex and indicated the school as a legitimate source for that knowledge. Such an opinion was voiced from persons in all walks of life and all educational levels.

*Chairman of Colorado Parent Teacher Association and Chairman Colorado Congress Social Hygiene Committee 1946, Mrs. A. A. Wearner, submitted the following questions to 650 parents and teachers:*

1. From what source did you get your early sex information? What is your reaction to it?

2. What is your policy with your own children?

3. What do you want the school to do?

Mrs. Wearner found that friends were cited as the most common source of information and were judged both good and bad. In answer to the second question, 92 per cent replied, "I tell the truth as best I can." In reply to the third, 93 per cent indicated that they believed the schools should provide sex education for all. Two per cent said they avoided all sex questions at home. Only one per cent did not want sex education taught in the schools. In behalf of sex education in the schools, Mrs. Wearner says, "Shy self-conscious adolescents need the impersonal classroom atmosphere in which to find themselves and make adjustment to their new status in the family as well as to their own sexually maturing selves."

*Oregon State College—Dr. Lester A. Kirkendall reported several research studies carried on in 1948 from which he drew many conclusions:*

Sex education must concern itself with far more than factual information. The whole problem of emotional maturity, personality development, and social maturity must be attacked. . . . The relationship of sex behavior to emotional well-being, personal happiness, and social responsibility is the most effective educational approach. Young people respond well to an approach whereby they may attain proper balance and perspective.

*Dr. Alfred Kinsey, noted biologist and sex authority, reported:*

His study of 5,300 males indicated early and widespread sex activity on all educational and social levels. These studies showed that, if a boy had not set up a pattern of sexual behavior prior to puberty, he was practically certain to become sexually active with the onset of puberty. Several investigations showed that much sex information is gained by youngsters even before puberty. One study of 291 pre-adolescent and adolescent boys found fourteen per cent of them had gained their first sex information by the time they were six years of age. By twelve years of age, two thirds of these boys had a wide range of sex information. Of 419 college men and women, two thirds said they had gained information on abortions and birth control before leaving high school.

Most youth get the major share of their information from one another and by experimentation. Ninety per cent of the boys, according to Kinsey, reported they received their sex information from male companions and from their own experience. They indicated that their parents contributed nothing to their understanding of sex. Another group of 530 men recalled that by the time they were 11.4 years of age they had heard associates talk about sex, and over ninety-seven per cent had seen pornographic materials by the time they were 13.4 years of age. Those children who had help from parents received it at an average age of 14.4 years. The average age for receiving help from the church was 15.2 years and from the school, 15.7 years—yet by that age two thirds had seen pornography, three fourths had practiced masturbation, one fifth had had intercourse, and one tenth had experienced homosexual approaches by older persons.

*San Francisco City Psychiatric Clinic reports:*

Studied 287 promiscuous and 78 potentially promiscuous girls during the Second World War and reported that few patients felt they had received adequate and accurate information regarding sex and feminine hygiene. A group of 25 unmarried, adolescent New York mothers, indicated a majority were involved in sex practice largely because of ignorance.

*University of Chicago—Dr. Robert J. Havighurst and Hilda Taba report:*

They conducted, under the auspices of the Committee on Human Development of the University of Chicago, a long-time study in a typical mid-western industrial city with population between 5,000 and 10,000 as a setting. They aimed to relate the development of children and adults from various points of view covering biology, physiology, psychiatry, sociology, and other allied subjects. The object of this study was to discover some of the factors in human development as they flourish or are impeded under environmental conditions in which the average child grows to adulthood. This study included intensive research with 144 youth—68 boys, 76 girls, sixteen years of age. The findings of the study indicate that:

1. Upper classes of people are more likely to give strong advice against sex immorality and to inhibit the play of children in this field.
2. Lower class children suffer less restraint in sex play and sex exploration than do the middle class children.
3. Co-operation of churches and schools in any character or sex education study is necessary.
4. In many schools boys and girls will be rebuffed and discouraged, regardless of how much they attempt to live up to the expectations of the school.
5. The school itself must change if it is to serve effectively in the formation of good character.

*Lewis H. Terman in his "Psychological Factors in Marital Happiness" lists ten favorable background circumstances:*

1. Superior happiness of parents
2. Childhood happiness
3. Lack of conflict with mother
4. Home discipline was firm, but not harsh
5. Strong attachment to father
6. Strong attachment to mother
7. Lack of conflict with father
8. Parental frankness about matters of sex
9. Infrequency and mildness of childhood punishment
10. Premarital attitude towards sex that was free from disgust.

*Catholic University of America—Instructor in Secondary Education, Urban H. Fleege, says:*

One phase of the religion course where the adolescent demands practicality above all is in the question of sex. He wants to know the true facts, what is right and what is wrong. He experiences a natural curiosity regarding these matters and, in his less impassioned moments, realizes the harm that comes to him when this curiosity is satisfied at the wrong source. For this reason a number of adolescents are plainly puzzled by the school's hesitant approach to this subject which they regard as most important. The following comments give us an insight into the adolescent's mind on this point:

My teachers are old fashioned in facts about sex. Today boys hear sex from the street so much that they should be told the real truth about sex when they are young so they don't get the idea that it is something dirty.

I think that all schools should help their students by teaching them about sex instead of letting companions instruct them.

I think that, if we got more sex education in school, we would have more clean conversation.

Girls are an everyday occurrence. Why not tell us what to do and what not to do in their presence? Every school should have a club where social and spiritual problems may be brought up and talked over.

I think that sex instruction should be given more and stressed more. The more of it, the better the boys will turn out. I do not think that the average boy knows the



responsibility he has in regard to young women. I know that up until this year I have not taken it so seriously. [from a senior]

Why don't they have brothers come around and teach the boys on sex in schools where sisters teach mixed groups?

Catholic schools should teach more about sex in a clean Christian manner. It would set the boys on the right track and clear up their minds on this subject.

I believe the Church would perform a great service if she in some way saw to it that we were taught the "facts of life" when we needed them.

No, not practical enough, more explanation is needed in matters of purity.

School should explain to us the ways of our nature so we could understand our sex problems. I say this because I, still at the age of 18, don't understand one sixteenth of these things. . . .

I think the schools of today should educate the students more in the matter of sex and its problems. Let us know what is right and what is wrong. . . .

No, how can I overcome temptations?

No, I can truthfully say that I don't believe matters pertaining to sexual life and morals are properly explained. Now, St. . . . is a school where there are just boys and they are taught by priests. Here the problems could be studied without embarrassment to teacher or pupil. I believe many of the troubles in later life can be traced back to a person's school days, when these things were not cleared up.

Schools should teach the facts of life to boys because many of them get the wrong impression of it when they pick it up off the streets. [Then in heavy large letters]: To the Person Who May Read This—Please try to enforce my comment; my comment is surely not the only one of this kind you have read so far.

On no other subject were the adolescents who were involved in this study more vociferous and profuse in their comment than on the question of purity and sex. As is evident from the above, this problem touches them closely. Ever conscious of these new urges, they want to know what they can do about them—how bring them under control. . . . The teacher's shying away from a sympathetic treatment of adolescents' difficulties in this field only adds to their confusion and, as a result, they surround the whole problem with an unwholesome air of secrecy, as something to be explored only on the quiet. Such an attitude only sharpens the adolescent's desire for sex knowledge, with the result that he finally goes to sources which, up to this time, he may have been able to resist. Hence, he listens not only to sex-colored conversation, but also for it.

*Jacob A. Goldberg, Secretary of the Social Hygiene Committee, New York Tuberculosis and Health Association, in 1947 states:*

Studied 40 cities in an effort to determine what was being taught in schools under their jurisdiction concerning sex and the family. Requests were sent to 185 superintendents of schools in larger communities with answers being received from 84 of them. The following is a summary report of his findings:

1. Less than 5 per cent of the school systems were offering sex education in the elementary school.
2. About 25 per cent taught human relations in the junior high schools.

3. All 84 carried on some type of sex education work in senior high school.
4. There was a growing school interest in sex education and a pattern for teaching it was beginning to evolve.
5. There was need for an adequate teacher training program to be paralleled by one for parents who should also receive the work offered to the children.
6. The public generally did not appreciate the need for an organized sex education program in the public schools.

*Junior High School, Bremerton, Washington—Margaret Addison addressing a class on personality said:*

Now you all have an idea of the type of topics we will discuss in this course: What other information or what type of information would you like to get while you're in this class? Check the following:

1. Manners for Moderns
2. Make Introductions
3. Clothes and Looks
4. Learning How To Dance
5. Learning How To Carry On an Interesting Conversation
6. The Problem of Growing Up. Love, Boy-Girl Affairs, Attitudes Towards Sex, etc.
7. How To Break the Ice at a Party
8. Good Citizenship
9. Developing Interests and Hobbies for Leisure Time
10. How To Spend Money Intelligently
11. Learning To Speak Correctly
12. How To Get Along with Parents

In the class of twenty-eight, twenty-five checked item six; eighteen checked item four; sixteen checked item one; twelve checked item seven; fifteen checked items two and three; ten checked item five, none checked item ten; and seven checked items eight and eleven.

*United States Department of Agriculture, Washington, D. C.—Lydia Ann Lynde, Extension Specialist, Parent and Family Life Education, reports in answer to request for information regarding the work of her department:*

	<i>Total reported</i>		<i>Cos. reporting</i>	
	1950	1951	1950	1951
Families assisted—				
With problems of child development and guidance .....	392,014	414,198	1,873	1,951
In improving family relationships....	471,700	465,969	1,805	1,847
Families providing recommended clothing, furnishing, and play equipment for children .....	176,996	200,387	1,598	1,583
Different individuals participating in child development and parent-education programs:				
Men .....	36,809	45,828	549	628
Women .....	284,511	287,204	1,345	1,418

In addition, the 4-H Club program advises family relationships and child development. I am referring your letter to our 4-H Club and YMW Programs Division so that you can get a direct picture from them of the work with rural youth. As for homemaking education, all of our home demonstration programs, which serve about 3,000,000 farm families, can be classified accordingly. I am sending you a list of state publications in this field. These are written for easy reading. I think you may be interested in seeing some of them.

*Institute of Family Relations, in "Family Life," February 1953—Dr. Paul Popenoe, Secretary, gave the following research notes:*

In 1951 about 350,000 children were brought to the attention of juvenile courts in the United States, according to an estimate of the Children's Bureau. Boys outnumbered girls 4 to 1. About a million more came in contact with the police on account of misbehavior, but were not referred to the courts. Most of the delinquents are between 13 and 15 years of age when they first come to the attention of the authorities, but are found to have had considerable difficulty in adjusting to normal life before they were aged 11. The Bureau thinks the number of juvenile delinquents, in proportion to the whole juvenile population, is definitely on the increase.

*Science Research Associates, Chicago, Illinois, "Junior Guidance Newsletter," March 12, 1952, reports:*

In New Jersey poll, 4 out of 5 adults favored family life education.

In recent survey of teenagers of 36 communities, 69 per cent of boys and 83 per cent of girls said they favored sex education in our schools. And most of them wanted sex education before they reached their teens.

In one group of teenage boys, 14 per cent said they had received information about sex before they were six years old.

More than two thirds had received information by the time they were twelve years old and 90 per cent said they got their information from other boys or from their own experience.

*Science Research Associates, "Guidance Newsletter," November, 1952, reports:*

"Family living has even helped me to understand my parents' viewpoint. Why didn't we get this kind of help sooner?" Encouraged by such students' comments, many school administrators, teachers, and counselors are doing some careful thinking these days about how to improve on and expand school programs in family life education. That there is a ready market for such courses is demonstrated in a recent Purdue opinion poll. More than half of the 3,000 high-school pupils polled said they wanted more courses in family life, personal relationships, and making a home.

"My greatest problem," a ninth-grade high-school girl wrote in Poll No. 21, "is, though I am still young, I am terribly afraid of what is to come. My

girl friends and I, when we are together, often discuss the facts of life. I believe we have a right to know all about them, but no one seems to think we are ignorant of them. My sister and her friends talk about having children and that it is painful and terrible. I want to have children some day, but I am afraid of what it means. My mother explained the menstruation period to me, but not thoroughly. The school takes no interest, it seems to me. Some places have lectures and offer information on the subject. We would like to understand, but I wouldn't ask anyone. This has given me a chance to try and receive some help."

One high-school senior writes: "My mother objects to my goals. Every time I want to try to be a mechanic or a veterinarian or any other thing else that interests me, my mother objects. She has one desire and that is to have me become a bookkeeper. If there is anything I hate is a job in a stuffy office. If my mother could only give in sometimes like I have, everything would be all right."

The poll goes on to indicate by the time young people are nineteen, more than one out of four girls and one out of twenty boys are married and young people cannot learn how to make marriage work from parents who were not successful themselves. About two million children under sixteen in this country live in homes broken by divorce. Although there are no accurate statistics on marital misery, reports of psychiatrists, ministers, and doctors indicate that the truly happy marriage is more likely to be an exception than the rule.

*University of California, Berkeley, Home Economics Department—Judson T. and Mary G. Landis, in their "Building a Successful Marriage," pointed out:*

When the home fails in some area of sex education, the school is called upon to take over. Of the parents in Los Angeles responding to a questionnaire, 97 per cent indicated approval of sex education in the senior high school, 95 per cent in junior high school, and 75 per cent in the elementary school. Actually a well-planned program from the sociological point of view should start in kindergarten and continue through high school.

# PROGRAMS IN ACTION

WHEN our pioneer grandmothers learned to cook, they learned by expediency—"a pinch of this, a pinch of that"—whatever the cupboard held. Later came cookbooks with their tested recipes and exact measurements. Today nobody has to cook "by guess." Ever since family life education came into the range of school activities and began its pioneering work, programs have been planned largely on the basis of expediency; a bit here, a bit there of personality development, social living, home finances, child care, family relationships—all depending upon the resources of the teacher, the needs of the students, and the temper of the community.

In this chapter we have gathered together a handful of representative programs as they have been inaugurated throughout the country from coast to coast. We know there are hundreds more of them, but, for reasons of modesty or caution on the part of their creators, they have been difficult to locate.

Some of these programs are in the expediency stage, some have gained form and substance, some of them are close to finished products, ready to serve as a pattern to others in initial phases of the program planning. Few of them have been rejected or discarded. All of them must have given their sponsors a wider concept of the whole limitless field of family life education, its range of possibilities and the part it is destined to play in the service of the schools to their community and their country at large. All of them, too, have contributed to that end.

### 1. THE WINNETKA PUBLIC SCHOOLS PROGRAM—Reported by Superintendent Gilbert S. Willey.

On our junior high-school level, we have some rather interesting and significant experiences for pupils, which are closely related to what we commonly term as family life education. We have a nursery school attended by children from  $2\frac{1}{2}$  to 4 years of age in connection with our junior high-school program. Our junior high-school students help in this nursery school and, in this way, get firsthand information about children of this age. Also, our nursery school director talks to our eighth-grade students, telling them about some of the behavior characteristics of these younger children, and, in this way, we find our eighth-grade pupils becoming much more interested in children and in understanding why children behave as they do. It helps greatly in relationships within the family about which these students are greatly concerned.

We also offer a study of sex education followed by a discussion of family relations and responsibilities. There is a definite tie-up in the field of family

relations with the teachers in other departments, such as woodshop, homemaking, science, etc. Our courses in homemaking and biology include a great deal of material on nutrition. There are, also at times, groups which discuss the problems involved in the responsibility of baby sitting. We might say that we do not have very highly organized courses in family life education on the junior high-school level, but, by the time a student goes through our three-year program including grades six, seven, and eight, he comes into firsthand contact with many activities which bear upon this general problem of home and family living.

2. THE SKOKIE SCHOOL PROGRAM—Reported by the biology department, (7th-grade level).

*Our Purpose:*

To allow boys and girls to study any living things in which they show an interest.

To awaken interests and improve their knowledge in many kinds of plants and animals.

To make them realize that for life many things are necessary. Of these, reproduction is included, but is not given more emphasis than digestion, elimination, respiration, or sensitivity.

To answer any and all questions as best we can.

To help make boys and girls understand and appreciate themselves, their companions, their younger and older associates.

To give them assurance and a feeling of security in relation to their normal development.

*Study Materials:*

Nursery school

Movies and slides and picture files

Charts

Microscopes and microprojector

*Dissections:* Pregnant guinea pig; hen—rooster; incubated eggs; a human skeleton; plaster of Paris torso; the organs of which may be removed; beef heart; frog; snake; and fish.

*Collections:*

Made by child and by school

Experimentation

*Living Specimens:*

Bee Hives—Bees are cared for by the B.B.B. (Biology Bureau of Bees)

Livestock Corporation contributes: rats, rabbits, hens, incubated eggs, and guinea pigs

Insects, etc., from field

Aquaria with turtles, salamanders, crayfish, alligators, frogs, fish, *etc.*

Terraria—Snakes, *etc.*

Bacteria

*Field Trips:*

Rosenwald Museum

Brookfield Zoo

Chicago Academy of Sciences

Our immediate neighborhood

*Reading:*

*Story of Earth and Sky*—Washburne and Reed—Century

*Plant and Animal Children*—Torelle—Heath

*Growing Up*—Karl de Schweinetz—Macmillan

*Babies Are Human Beings*—Aldrich and Aldrich—Macmillan

*Being Born*—Frances Bruce Strain—Appleton-Century-Crofts

*Wonder of Life*—Levine and Seligman—Simon and Schuster

*Introduction to Sex Education*—Richmond—Farrar

*Life and Growth*—Keliher—Appleton-Century

*Biography of the Unborn*—Gilbert—Williams

*Story of a Baby*—Ets—Viking

*New Baby*—Bell and Faragoh—Lippincott

A typical year's course—subject to change with the interests of any group might be as follows:

- I. During the fall for a period of about twelve weeks, when children can go into the field and bring the out-of-doors into the classroom we concentrate on:

A. *Insects and Spiders*

1. An introductory study of comparisons—life histories—body differentiations and structures—foods—habitats—harms and uses—means of protection—care of young—mating, ovipositer, sperm cells—breathing devices—mouth parts—blood circulation—elimination, *etc.*
2. Species studied may include: honey bee, bumble bee, paper wasp, mud dauber wasp, grasshopper, cicada, walking stick, dragon fly, house fly, and beetles.

B. *Plant Growth*

1. Purpose

Plants are alive and (1) manufacture, use, and store food; (2) breathe; (3) eliminate excess materials; (4) grow by cell division; (5) must reproduce sexually; and (6) are sensitive to stimuli.

Words, such as ovary, sperm, fertilization, ovum, egg cell, union of egg and sperm, become more common to the pupil.

2. Subjects studied:

Flower parts and development of fruit, seed development, structure and dispersal, uses of roots, stem and leaf to plant. An introduction to non-flowering plants—mold, fungi—ferns.

3. Trees

Naming of Skokie trees



Collection of leaves to show differentiation

Sketch of twig to show buds, lenticels, arrangement of branches

By means of questionnaires, we have learned the interest of most pupils on plant life is not great and should not be given over a long period. Many have said, "I was not interested, but it should be studied next year." A few have continued their experiments on plant growth both at home and at school.

- II. A study of microscopic organisms proves to the pupil that a one-celled plant or animal carries on the same functions necessary for life that higher forms require. All life starts with the single cell which breathes, assimilates food, eliminates wastes, and divides.

A. *Bacteria*

Here is demonstrated the prevalence of bacteria, some differences in, uses and harms of, and their means of reproduction. Through the courtesy of the Winnetka Water Works and the Bacteriological Laboratory, the school has obtained sterile Petri dishes and agar for experimentation. We hope there is real health education as a result, that pupils realize why it is well to wash the hands before eating and after playing with the dog, why we are urged to brush particles of food from the teeth, etc.

B. *Protozoa*

By observation of Amoebae, Vorticella, Paramecia, and other unicellular forms, life habits are noted; for instance, the contractile vacuole makes possible elimination.

C. *The Hydra*

This little animal, just barely visible to the naked eye, has both sexual and asexual reproduction. Here we can show testes, sperm cells, ovary, ova, and fertilization in a very simple form of animal life. The other life processes are duly stressed.

Some higher forms of animal life may be studied as desired. The earthworm is a good example of a hermaphrodite. Children at seventh-grade level show quite an interest in worms, octopus, shell fish, etc.

- III. Discussion on the human body begins usually in February and interest holds through most of May. Pupils want to know about themselves and their bodies. Many are interested in the brain, others say they want to study "psychology." At the conclusion of the course they know why an introduction to simple forms of life is beneficial. The course includes a study of:

A. The digestive system

B. Respiration

C. Urinary system

D. Heart and circulation

E. The skeleton—Usually we handle a human skeleton trying to fit the bones in their proper places.

F. The nervous system

G. Reproduction—Here we discuss and answer all questions concerning:

1. The genito-urinary organs of the male and female

2. Secondary sexual characteristics

3. Growing up—steps of development from infancy to childhood to adolescence, and to adulthood

4. Glands

a. Digestive

- b. For growth and development
- c. Reproductive and mammary
- 5. Menstruation and the menopause
- 6. Seminal emissions
- 7. Handling oneself—which is common to all at some time, usually forgotten at an early age, and usually is of no consequence. The taboo concerning masturbation must be broken down.
- 8. Sexual intercourse
- 9. Prenatal development
- 10. Birth and care of baby
  - a. Establish breathing, if necessary
  - b. The umbilical cord
  - c. Silver nitrate drops to prevent gonorrhea
  - d. Bathing, weighing, dressing, etc.
- 11. Care of mother—including rejection of placenta
- 12. Nursing
- 13. The baby as a member of the household. Here we read selected parts of *Babies Are Human Beings* by Dr. and Mrs. Aldrich.

Dr. de Schweinetz's book, *Growing Up*, is usually read by each class as a summary and review of our discussion. Excellent still and motion pictures demonstrate ovulation, fertilization, and implantation of the embryo.

The pupils usually introduce questions concerning prostitution, illegitimacy, contraceptives, abortions, heredity, extramarital relations and venereal diseases. Every question is treated as an important one and answered as fully as possible, great care being taken not to frighten the young adolescent listener or in any way to make him feel less secure in this confused world. The normal and accepted standard of living in our society is that of the family and the emphasis in this study is made on family relationships.

The pupil is urged to confer with his parents, both of them if he will, for his answers for there is where real help and security should lie. In answering questions on contraceptives, the teacher admits that they are used and tries to establish in the pupil's mind the benefit of good medical service. When the young person is ready to consider the use of contraceptives, he should seek the help of a competent physician rather than resort to articles for sale in the drug store. If this subject were being handled in a group slightly older, it would of necessity be treated very differently with more information given.

#### IV. Use of Nursery School

The Junior High School is fortunate to have a nursery school in the same building. We work, observe and help them in many ways.

##### A. Purpose

- 1. To become aware of the young child, his abilities, his needs, his learnings.
- 2. To develop knowledge, techniques and interests in the task most people assume—that of bringing up babies.
- 3. The junior high-school pupil, observing habit formation and training of the three-year-old, may think about these problems in the light of his own experience. He learns about himself.

##### B. Attendance

- 1. All pupils in biology classes observe at least one hour. Many repeat their visits as often as possible. Discussion on observation and problems follow.
- 2. An elective course operating for a nine-week period schedules a number to regular work, discussion, and help with 2-3-4-year-olds.

3. A few others work with guidance of the nursery school staff an hour or more a day.
4. Shop and homemaking classes build, repair, sew, and cook for the nursery school.

Enthusiasm of seventh- and eighth-grade pupils in their work with little children is delightful. The interest carries over to children and situations in their own family and neighborhood. Respect for people of all ages seems to grow. A few have been recommended by the nursery school for paid work.

In our regular biology classes, we discuss case studies, written for us by the nursery school staff, concerning such situations as temper tantrums, shyness, crying for attention, sex interests, anti-social behavior, etc. Our pupils try to figure out how the situation might best be handled and then turn to the solution given by the staff. These cases are of real interest to the twelve-year-old.

- V. In the spring we turn again to the field and may study frogs, crayfish, snakes, birds, beavers, and salamanders. During these last weeks, after the questions on human reproduction have been answered to the satisfaction of most, the pupil still has an opportunity to clear up any questions which might rise.

Hen's eggs are incubated and periodically examined. Some, of course, are allowed to develop and hatch. In the incubating egg, observance is made of the circulatory system, the umbilical cord, the chorion and amnion, the formation of the eye, wing, beak, legs, and feathers. Some classes are asked to keep notebooks including drawings and explanations of the more important subjects discussed in class. All pupils are encouraged to help plan the work of the course.

In conclusion, there is no rigidity to this program. The pupil's interests are most important. Also, this year will not conclude his question asking period—rather, that of necessity continues throughout his life and, during his next few years of school, he is urged to return to school or to go to some reliable source with any questions he may have.

### 3. THE COLUMBIA, SOUTH CAROLINA, PROGRAM—Reported by the Faculty of Hand Junior High School

Before beginning this work we felt that it was advisable to familiarize the teachers in our school and parents in our community with the newer and accepted developments in the field of sex education. In order to do this, a series of meetings for parents was held—summarized briefly below:

#### FIRST MEETING—*For Parents*

1. Aims and purposes of sex guidance in our school
2. Brief reports from teachers in various schools in the city of the type of sex instruction offered in their schools.
3. Motion picture showing
4. Correlation of sex teaching in the home and school
5. Discussion and question period.

#### SECOND MEETING—*For Fathers and Sons*

1. Motion picture showing
2. Father and son relationships
3. Discussion and question period.

THIRD MEETING—*For Mothers and Daughters*

1. Motion picture showing
2. Mother and daughter relationships
3. Discussion and question period.

FOURTH MEETING—*For Parents*

At this meeting parents were given an opportunity to preview movies to be shown pupils next year. Main topics discussed in presenting the unit on growing up were:

1. Physical Health
2. Personal Appearance and Grooming
3. Mental Health
4. Getting Along with Your Family
5. Getting Along with People
6. Learning To Be Liable
7. Internal and External Changes During Adolescence
8. Menstruation
9. Boy-girl Relationships
10. Building Character
11. The Dangers of Alcohol and Tobacco
12. Developing into Manhood
13. Developing into Womanhood
14. Reproduction

Pupils may be guided into a discussion of their personal problems very easily by use of a question box. However, in the majority of cases, pupils will speak very freely after several class discussions.

The teachers feel that the course in family relationships and sex education has been of value to the pupils in our school. Pupils show a keen interest in class and ask for conferences in which they may discuss personal problems. Frequently, very timid pupils will participate in class discussions after several lessons. A number of pupils requested the information before the unit was begun. We are confident that this work benefits pupils. This is evidenced by comments such as

I remembered our class discussion on party etiquette and decided not to leave a dance and go to ride with my date. I am trying to be more patient with my younger sister.

We believe we have the approval and support of the parents in our community. They expressed their interest by attending all meetings in large numbers and by participating freely in discussions held after meetings. Many have expressed their approval in messages delivered by the pupils. Others have co-operated with the school by giving information in the home at the time of class discussions.

We hope these comments will be an incentive to teachers who expect to begin this work. We feel that this is an excellent opportunity to give teenage boys and girls the sound information and the guidance which they urgently need during adolescence. We also feel that this is the most practical way to help the adolescent solve his problems.

Forms used included various personal data sheets: one of extracurricular activities, one for parents, for church social participation, and one for personal

and occupational adjustment. In addition, the course is supplemented by the use of books, films, pamphlets, magazines, and other aids.

4. THE DENTON, NORTH CAROLINA, PROGRAM—Reported by Mary Evelyn Miles.

The outline of the Caroline High School Unit in Health Education is as follows:

A. The Problem

Personal and emotional problems resulting from irregular maturation rates are common with pupils of junior high-school age. Unless they are satisfactorily solved, serious maladjustments on the part of the pupil may result. Some of the chief methods for discovering the problems connected with growth and development are:

1. Observations of pupils in the classrooms
2. Questions and problems raised by the pupils themselves
3. Observations of pupils during their play periods and at school recreation nights
4. Written problem lists from each pupil
5. Discussions at intervals with individuals and with groups.

B. Objectives

1. General
  - a. To help pupils understand their own growth
2. Specific
  - a. To help pupils understand that "growing up" creates new and puzzling conditions and that there are intelligent ways of coping with them
  - b. To help pupils understand that large height and weight gains are common at this stage of growth
  - c. To help pupils see that every person is different, with a different body build and a different maturation rate
  - d. To help pupils understand that heredity partially influences growth patterns
  - e. To learn reasons for clumsiness, huge appetites, and other changes which "never used to bother them"
  - f. To learn some of the functions of certain glands
  - g. To learn the ways in which certain health practices may affect growth
  - h. To learn to accept oneself as a person.

C. Procedure

1. Approaches for arousing pupil interest
  - a. After the class had met often enough for the pupils and teacher to become well acquainted to gain confidence in each other, each pupil listed some of his problems relating to growth. From these we compiled a list of "common problems." The similarity of these lists was very noticeable; for example, Why am I so fat? What makes me clumsy? Will I be more attractive later on?
  - b. Class discussions were kept on a very informal basis with the result that many other questions were a natural outgrowth.
  - c. The pupils were asked to bring to class pictures of children of all ages, including those of themselves, to illustrate growth changes.
2. Specific questions and problems
  - a. List some of your personal problems connected with "growing up."
  - b. Develop a chart showing how each hour of your day and night is spent. Study for possible health problems.

- c. Can one tell what one's eventual height and body build will be?
  - d. How does the body grow and keep itself in good repair?
  - e. What is meant by the statement "growth is uneven?"
  - f. Why are junior high-school boys and girls apt to be hungry a great deal of the time?
  - g. Why is it important for a person to learn to accept himself as he is?
  - h. Give some examples of people who have faced their problems squarely and successfully solved them.
  - i. Are there any special physical requirements for success?
3. Activities selected and learning situations provided for helping pupils answer their questions
- a. The pupils kept a personal growth record during the study of the unit.
  - b. Charts were prepared showing weight and body-build forecasts.
  - c. Pictures were collected to show that "Success and Fame Come to All Types of Body Build."
  - d. The pupils were requested to bring in snapshots to show how each had changed in size and proportion since babyhood.
  - e. Posters were made to remind us of ways to keep strong and to promote growth.
  - f. Families were studied to discover what characteristics might be inherited.
  - g. The specific questions listed by the pupils were discussed in class.
  - h. Pupils were encouraged to discuss their problems on physical, emotional, and social growth with parents.
  - i. Each pupil prepared a list of health habits he needed to stress. In this way, building better health practices became a part of each youth's daily program.
  - j. Each pupil outlined a program for making better adjustment to his school and home environment.
  - k. All the pupils make a summary of things learned about growing up which they thought would help them in meeting this individual problem.

The program outlined emphasizes mental and physical health. A beginning is made in the content of family life education.

#### 5. THE BARRINGTON, ILLINOIS, HIGH SCHOOL PROGRAM

During the 1946-47 school year the Barrington Public High School undertook a study of its curriculum to find how more information concerning sex adjustment, preparation for marriage, and family life could be provided the students. The interest originally came from F. C. Thomas, Superintendent of Schools, and grew from his conviction that young people needed a much better sex education than they were receiving. Mr. Thomas asked the help of the Association for Family Living. In consultation with the director, Lester A. Kirkendall, the conclusion was reached that an emphasis on incorporation of materials in the regular curriculum rather than special lectures and on preparation for marriage and family life rather than sex education alone was desirable. Dr. Kirkendall was asked to give five days of time to consultation work with the faculty during the 1946-47 school year.

Prior to coming to the Association for Family Living for help, Mr. Thomas had cleared his plans with his board of education and had received their approval

to proceed. At the same time the local PTA unit had been appraised of the plans and their support—both moral and financial—had been enlisted.

Dr. Kirkendall began his work with a survey of the current curriculum offerings to determine what in the way of sex education and preparation for marriage was being taught. Contributions were found to be coming already from three sources, the biology classes for sophomores, the physical education classes for girls, and the social problems class for seniors. There were a number of other potentialities for broadening the curriculum, particularly in the physical education courses and the home economics course. Selection of points for incorporating other materials were made, keeping in mind the following principals:

1. All pupils should be reached with important materials
2. Teachers must be interested and desirous of expanding their instruction to include pertinent topics
3. Provisions for guidance and help for individual pupils must be developed.

The physical education courses offered the best opportunity for reaching all the pupils, but suffered from the handicap of having men teachers who felt themselves inadequately prepared and who were, consequently, less interested. The obvious interest and open support of the superintendent, however, did much to build the interest of these teachers. At the same time it encouraged the interest of other teachers so that several others volunteered their interest.

Dr. Kirkendall examined the courses of study, textbooks, and reference books being used by the different teachers and, thereafter, recommended topics and sub-topics for inclusion in the regular work of the course. In order to prevent duplication and inco-ordination, a committee composed of all those teachers offering instruction was formed with the principal as chairman. This committee met with Dr. Kirkendall to discuss the topics which they might include in their courses, and cleared so that duplications might be avoided or co-ordinated.

Several instructors shortly launched discussions in their classes and found the pupils interested and co-operative. Pupil response has been such as to encourage further efforts. For example, the instructor in English, a young married man, just recently out of the service, had his class prepare themes on improving the home situation, on building better relations with their parents, and on their ideas concerning the qualities needed for a successful marriage. His public speaking class held panel discussions, and individual talks were given on such topics as "What Boys Like in Girls," "What Girls Like in Boys," "Petting and What Should Be Done About It," "Desirable Pre-marriage Sex Standards," "How To Make a Successful Marriage," and "How To Adjust to Our Parents."

Another handicap was the barrier between teachers and pupils which prevented free discussion. Neither group was at ease with the other. To overcome this handicap, Dr. Kirkendall assisted in organizing student committees to work with the instructors in planning for topics which should be covered



in class. These committees meet with the instructors and Dr. Kirkendall. The frank discussion which ensued left both instructors and pupils fully at ease. The committees are to assist in the selection of materials, advise the instructors of the interests of the pupils, work at the development of desirable pupil attitudes, and, otherwise, help in building a sound program. In the social problems class, a committee of pupils also examined pamphlets and books and helped make selections for reading materials to be included in the library.

At the same time, the parents have been informed about what is being done through two appearances before the PTA by Dr. Kirkendall. The first appearance was before Dr. Kirkendall had started any work with the teachers. It was a general explanation of what was contemplated and an answer to questions commonly asked concerning such programs. The second meeting was devoted to a discussion of the problems which adolescents actually faced in their personal development and in boy-girl relations, and an analysis of the contribution the home could make.

The inexperience of the teachers and their lack of preparation in the field have been the most important factors. It has become increasingly clear that one of the most important handicaps is inadequate teacher preparation. Accordingly, Dr. Kirkendall has spent some time in direct discussion with the teachers concerning those questions and problems which they are likely to meet as they work with their pupils; *e.g.*, masturbation, premarital sex standards, and problems relating to dating and mate selection.

The original intention was to include the elementary school in the program, but it was found that the time allocated for consultation—five days—was too short. One meeting was held with the elementary-school faculty, and several talks were held with the elementary-school principal. With only five days available for work, however, it was deemed wisest to concentrate at the high-school level.

#### 6. THE GENESEO, ILLINOIS, PROGRAM—Reported by school counselors

The program originated in 1942 and consisted of a series of seven sex education lectures to the 330 high-school boys. The series of lectures was conducted by a physician with a biology background. A box placed at a strategic spot enabled boys to comment and raise questions. The only criticism from the boys was: "It is too bad the girls did not receive the same lectures." Later the girls did receive them. The following social agencies gave direct assistance in the therapeutic work:

1. Cerebral Palsied Clinic under state supervision
2. Child Guidance Conference
3. Child Welfare Committees of Rock Island Post No. 200
4. Churches
5. Family Service
6. Illinois Public Aid Commission

7. Juvenile Court
8. King's Daughters' Circles
9. Kiwanis Club
10. Lion Club
11. Optimist Club
12. Police Department
12. Rock Island Community Council
14. Social Service Exchange
15. Visiting Nurses Orthopedic Clinic
16. YMCA
17. YWCA

### *Boy-and-Girl Relationships*

- a. Love which brings a boy and girl together in matrimony must consist of sex appeal and intense friendship based on character and personality
- b. There must be consideration of the many aspects of the social relations between high-school boys and girls; for example, choosing a spouse.

### *Summary of Course and Discussion of Topics from the Question Box*

After completion of the lectures at the high school, they were repeated in slightly revised form through a parallel plan, to the seventh-, eight-, and ninth-grade pupils enrolled in the three junior high schools and to the seventh- and eighth-grade pupils in the Edison Grade School.

The counselors realize that the lecturing physician's sex education program is not as broad a program as those outlined by experts in this field. They believe, however, that his practical presentation is a step in the right direction; and, until classroom teachers who are qualified are available for the more inclusive sex education program, the present program will be a valuable substitute. Since the close of this lecture series, many parents have expressed sincere thanks for the help he gave them and their teenage sons and daughters. A continuous effort has been made to keep desirable public relations:

1. By presenting a number of visual aids to junior high schools
2. By speaking to numerous PTA groups, study groups of the PTA, and church and civic organizations.

### **7. TULSA, OKLAHOMA, PUBLIC SCHOOL PROGRAM—Reported by Maude Firth**

Below is the course of study for the co-educational required course in personal relationships which is offered in the eleventh grade of Tulsa high schools. This material was developed in a workshop with the teachers last spring. It was given serious study over the summer and special consideration was given to it by a few others. The first draft represented the first thinking of these experienced teachers in a three-week's workshop.

## UNIT I

*Understanding Ourselves**I. Purpose:*

The purpose of this unit is to help adolescent boys and girls, improve their personal and social relationships with others through a better understanding of themselves. The unit should develop these understandings of self which are essential to optimum mental, physical, emotional, and social development. The students should know how they grow and develop; what the major factors and influences are that promote or retard physical, mental, emotional, and social growth; and how these aspects of growth affect one another. They should understand how emotional and mental health affect physical growth and health and that mental and physical health are important in influencing behavior. This unit should help adolescent boys and girls develop an attitude of acceptance of themselves as individuals different from other individuals, but at the same time, it should develop those understandings, attitudes and skills which cause the individual to work toward constant self-improvement in all his relationships.

*II. Understandings, attitudes, and skills to be developed:*

- A. Boys and girls differ in their patterns of growth and build and individuals differ in their rates of growth and maturing.
- B. Normal growth and development are dependent upon the properly timed action of the hormones.
- C. Physical deviations from the average may be compensated for by developing skills in other things.
- D. The acceptance of individual differences develops self-confidence.
- E. Hereditary characteristics may be received from either parent, or from parents more than one generation removed.
- F. Every one should capitalize his strengths for the improvement of himself and his future family.
- G. Physical growth and health depend to a large extent upon the quantity and kind of nourishment received.
- H. Physical growth and health depend upon a proper balance of rest and exercise.
- I. Glandular functioning affects personality.
- J. Our total physical, mental, emotional, and social well being affects our personality.
- K. Adolescent maturity is achieved through understanding one's self, through accepting one's self, and by facing and solving personal problems.
- L. An accurate vocabulary is helpful for understanding sex.
- M. Accurate information promotes wholesome sex attitudes.
- N. Ethical standards and values give greater satisfaction than material things.

### III. *Suggested approach:*

The teacher may stimulate interest in getting a better "understanding of ourselves" by presenting situations which illustrate adolescent problems in growing up. The following are examples of typical problems:

John, who is a slowly growing boy, is quite short and feels inferior, especially when with his own age group. He resorts to showing off and being loud and bluster in order to appear a "big shot." *How can John be helped to realize how this behavior will be a definite handicap?*

Mary, who has developed faster than her age mates, is much taller than other girls and boys in her class. She feels conspicuous and insecure. She has developed poor posture. *How can Mary accept this physical condition and use it to advantage?*

Bill is a boy slight in stature, weighing 90 pounds. When the football squad was formed he had no chance. He stressed accuracy in mathematics and was able to keep the records for the team. He also became very skillful in table tennis, and won the city championship. *How does Bill compensate for a small stature?*

Pat is a tall, wholesome girl who is anxious to have boy friends. Pat's boy acquaintances are shorter than she. *How can Pat become reconciled to being taller than her friends of the opposite sex?*

Faye is extremely overweight but does not seem too concerned. She was examined by a physician who found no glandular trouble and he advised a diet which she will not follow. *What can be done to get Faye to be concerned about her being overweight? Might this be a factor in her social adjustment?*

Jim was a boy with a fine physique. He was well groomed. After school he worked at this father's soda fountain and drank many sweet and rich drinks instead of going home for his snacks. He developed acne and became very self-conscious. He turned down invitations to activities of his social group. Gradually he became morose and anti-social. *How can Jim regain his self-confidence?*

Other situations may be used to illustrate insecurity due to being different, as crooked teeth, facial features and expressions, wearing glasses, freckles, red hair, lack of affection, lack of approval of the group, parent disapproval of friends, and inadequate allowance.

### 8. COURSE IN ADULT EDUCATION (A non-credit course) AT THE COLORADO UNIVERSITY, EXTENSION DEPARTMENT—Reported by Mrs. A. A. Wearner, Social Hygiene Chairman, Colorado PTA

#### 1. Sept. 24,

Record: name, position, marital status, family, reason for enrollment.

Questionnaire:

1. From what source did you get your early sex information?
2. What was your reaction to it?
3. What is your present attitude toward sex education?

Assignment of reports due Oct. 29,

Appreciation of pioneers in the field

Survey of course

Introduction to sex education

1. Relation to normal growth and living
2. General areas of needs and interests

3. Responsibilities for sex education: home, school, church, club
  4. Approvals
  2. *Oct. 1,*  
Infancy and pre-school years
    1. Normal needs and interests
    2. Read and discuss actual question from children
  3. *Oct. 8,*  
Grade school years
    1. Normal needs and interests
    2. Read and discuss real questions, real situations, from home, neighborhood, school, church, club, etc.
  4. *Oct. 15,*  
Junior and senior high-school years
    1. Normal needs and interests: physical, emotional, social
    2. Tie-up with social convention, recreation
    3. Read and discuss actual questions, situation
  5. *Oct. 22,*  
School and community programs now functioning  
The ideal school program  
Special speakers—religious educator, club leader
  6. *Oct. 29,*  
Sex education materials available on exhibition for examination and discussion. Books, pamphlets, reports, films, charts, etc.  
Special reports from members
  7. *Nov. 5,*  
Demonstration of pupil-teacher planning and executing of sex education as an integrated unit in home economics
  8. *Nov. 12,*  
Sexual-pathology  
Physical and emotional  
Special speakers—psychiatrist, Dr. Bradford Murphey; a lawyer or a judge on divorce
  9. *Nov. 19,*  
Public health aspects of sex guidance by:  
Miss Johannis, Education Specialist, State Health Department  
Dr. Peterson, Denver Rapid Treatment Center  
Miss Rose Allen, Division of Venereal Disease
  10. *Nov. 26,*  
Sex guidance need manifest in human problems—Panel of experienced leaders from Family Service, Division of Social Welfare, juvenile court, Planned Parenthood Clinic, Booth Memorial Hospital, and Girl's Adviser of Denver High School  
Evaluation of source by members
9. MINNEAPOLIS, MINNESOTA, PROGRAM—Reported by Catherine Comley
- The program in home and family living offered at Roosevelt High School is experimental. Students participate in planning the program. Frequent evaluations are made. Movies, speakers, group reporting, surveys, summaries, interviews, panels, question boxes, skits, dramas, and newspaper clippings are parts of the program. Teachers familiarize themselves particularly with the

needs of sixteen- to eighteen-year-old adolescents. The following units are studied:

- I. Personal Adjustment
- II. Marriage and Family
- III. An Attractive Home
- IV. Evaluation

The unit, Marriage and the Family use as a text *Your Marriage and Family Living* by Paul H. Landis (McGraw-Hill Company, Publishers)

#### ASSIGNMENT SHEET

Keep an outline of your reading references or study questions in your notebook. Other reading references are on the bibliography list.

- I. Need to appreciate the importance of home life to an individual and to realize that in order to have a happy home life every member must co-operate. ("Family Patterns"—Chapter I; and "Functions of the Family"—Chapter II.)
- II. To know the qualities of friendship that will help to make marriage successful.
- III. Need to reach an emotional maturity that will enable a person to make the right choice of a mate.
- IV. To be able to direct his behavior in the engagement period so that it will help him make a successful marriage. ("Selection of a Mate"—Chapter V; "Not Leaving It to Chance"—Chapter VI; and "Factors Affecting Success"—Chapter VII.)
- V. Legal Requirements for Marriage—(Mason's Code, Library)
- VI. To know factors affecting family life and to be able to make adjustments which marriage necessitates. Factors affecting family life ("Careers"—Chapter 8; "Adjustments of Individuals"—Chapter 9; "Parenthood"—Chapters 11, 12, 13, 14; and "Crisis in Family Life"—Chapters 17, 18, 19.)
- VII. To appreciate the need of spiritual guidance in family living.
- VIII. To understand the satisfactions gained from the right use of leisure time. ("Happy Home Life"—Chapter 20.)

#### Outcomes and Learning Experiences

- I. Appreciation of the importance of home life to the life of the individual and to realize that in order to have happy home life every member must co-operate.
  1. Discussion of family patterns in the world and in America—functions of the home, and responsibilities of members.
  2. List responsibilities of 6-, 12-, 17-year-old boy or girl. Tabulate.
  3. List qualities that are important in wives—husbands.
  4. Have an outstanding speaker.
  5. Make a composite study of a person who would be successful.
- II. To know the qualities of friendship that will help to make marriage successful.
  1. Survey several married persons to determine the importance of social, economics, and educational background of life partner. Tabulate.
  2. Give character traits test by Adams that test personality possibility of success in marriage. Analyze self.
  3. List qualities that are important in wives—husbands.
  4. Have an outstanding speaker.
  5. Make a composite study of a person who would be successful.
- III. Need to reach an emotional maturity that will enable a person to make the right choice of a mate.

1. Have a qualified speaker.
  2. Film *Emotional Health* (University of Minnesota)
  3. Panel discussion on desirability of going with one or more boys or girls before deciding on marriage.
  4. Students discuss ways of getting acquainted with a boy or girl he would like to know and to determine whether or not their standards and ideas are similar.
  5. Debate "For happiness in marriage, the husband and wife should be of opposite types."
  6. List characteristics of an emotionally mature person. How does he act?
- IV. Be able to direct his behavior in the engagement period which will help to make a successful marriage.
1. Discuss social recreation provided by community.
  2. Discuss advisability of a long courtship. Show graphs for motivation.
  3. Students bring music records, movie books, advertisement. Discuss influence of glamor in choice of mate.
  4. Discuss behavior during courtship, learning to know values and life goals and their influence on happiness.
  5. Have boys list qualities they would like in their wives, girls in their husband, fathers of their children.
  6. Discuss—How does courtship differ from dating. Religious, economics, social background.
- V. Know where to get legal information on counseling and legal requirements for marriage.
1. Arrange for a speaker to discuss counseling and its importance to the family; laws affecting marriage.
  2. Group get marriage and divorce statistics for a ten-year period.
  3. Report on Minnesota laws for marriage and divorce. Suggest changes that might help the family.
  4. List reliable agencies or people one can go to for marriage counseling.
  5. Discuss importance of physical examination prior to marriage (nurse or physician).
- VI. To know the factors affecting family life and to be able to make adjustments which marriage necessitates.
1. Discuss the adjustments of the individual—his basic needs.
  2. Discuss and list points an engaged couple should discuss before marriage and after marriage.
  3. Investigate and know causes of divorce.
  4. Discuss careers for the wife.
  5. Speaker.
  6. Discuss the responsibilities of parenthood and child behavior.
  7. Show films—*Baby's Day at Twelve Months*; *Thirty-six Week Behavior Day*; *Baby's Day at 48 Weeks*; *Growth of Infant—Behavior Early Stages*; and *Behavior Patterns at One Year*. (\$1.00, University of Minnesota Audio Visual Bureau)
  8. Discuss alcoholism and effect on the family. Speaker.
  9. Discuss religious differences and effect on marriage of different educational status, too youthful marriage, clashing temperaments, and different life goals.
  10. Discuss mental and physical inheritance of marriage partners and its vital effect on marriage.
  11. Socio-drama—family council.



- VII. To appreciate the importance of financial planning to security in marriage.
1. Speaker from the bank to speak on family budgets.
  2. Reports. Finance Corporation Bulletins.
  3. Discuss various types of insurance and savings programs. Speaker.
  4. Set up individual responsibilities in sharing family income.
  5. Film—*Making Ends Meet* (Dairy Council).
  6. Work out budgets for families of different income levels.
  7. Reports on good buying practices for consumer goods by class groups—demonstrations: clothing, food, and furniture.
  8. Speaker on buying linens.
  9. Tabulate guides.
- VIII. To appreciate the need of a spiritual guide in family living.
1. Speaker.
  2. Discuss place of religion in one's life.
  3. Discuss difference between moral, immoral, and amoral.
  4. Discuss effect of adult behavior of movies, books, and plays on children.
  5. How to discourage cursing and foul language.
  6. Emphasize religious art and music.
  7. Stress importance of seeking guidance from home and clergy when needed.
- IX. Understand the satisfactions gained by the right use of leisure time.
1. Discuss hobbies and vocations.
  2. Discuss social organizations.
  3. Reports of speakers on hobbies. Exhibit.
  4. Encourage music. Speaker on appreciation.
  5. Panel discussing "The family that plays together stays together."
  6. Vocations. Use records from Gas Company.
- X. To know what to do in case of illness in the home.
1. Demonstrations by the nurse. Discuss.
  2. Symptoms that are common to diseases that are carried by germs. Use charts supplied by nurse.
  3. Demonstrate taking of temperatures—understand importance.
  4. Demonstrate hand-washing and know its importance—bed-making.
  5. Discussion and setting up of types of meals that an ill person might be allowed.
  6. Class may bring or demonstrate other equipment for making a patient comfortable.

#### 10. THE CORONA, CALIFORNIA, HIGH SCHOOL PROGRAM:<sup>1</sup>

Preparation for home and family living is no longer a new and untried idea in Corona Edison High School. Almost a generation of boys and girls have had the opportunity of electing such a course, and now almost three quarters of the senior class is enrolled.

The one-year program, open only to seniors, is taught by two teachers who exchange groups at mid-term. One section deals with the psychological, social, and economic phases of home living, while the other emphasizes the physiological approach. Experience with the mixed groups, where boys frequently outnumber girls, proves that this plan provides a naturally stimulating situation

<sup>1</sup> This is a reprint of an article by Mrs. Lucy J. Arnold which appeared in the December 1954 issue of *Forecast*. Permission to reprint has been graciously granted by the author and by the editor of *Forecast*.

in the classroom. As teenage problems are considered through the dating years, the discussion naturally progresses to the subject of selecting one's life partner, involving the most important decision of the individual's life.

"What kind of marriage partner do you think I will make?" is a question frequently heard among seniors taking the course. "Is my expression pleasant, or do I give the impression of being unfriendly?"

The advantages of having similar interests, religious and social backgrounds, even the relative ages and sizes of prospective partners are seriously discussed. Films on personality development, emotional maturity, and family relationships add to the effectiveness of the classroom panels.

Socio-dramas are given, and speakers are invited. Ministers from local churches who are interested in marriage counseling are most co-operative in joining the group as it sits around a large table, considering informally these problems that may either make or break their chances for future happiness.

Ministers agree that marriage in the church, or in any case by a minister, gives the couple a far better start toward successful relationship than a mere civil ceremony. The visiting clergy also frequently express ideas about the wedding itself, bringing out that the food, flowers, and frills often cost far more than can be afforded by the bride's parents. Several have suggested that perhaps more should be spent on the honeymoon and less on an expensive wedding. Others stress that it is important to hold in reserve a part of the nest-egg for assuring a cosy nest, since so many married-life quarrels are over money.

#### HOW MUCH AND HOW?

"How much money should we have before we get married?" inquires one practical-minded boy. Answers by class members vary from "Nothing" to "\$2,000." The latter estimate may bring the comment, "We'd never make it if we had to wait until we had that much!" Relief is evident when the suggestion is made that perhaps it would be more reasonable to connect the amount to the income, and compromise by recommending that two months' wages or salary, or if possible three, be saved before starting a new home.

The engagement ring comes into the picture just here. Who should select it, and how much should it cost? How about buying on time? These questions make a good opening for the discussion of credit buying in general, and for a consideration of techniques in managing the family income. A representative of the local Better Business Bureau speaks convincingly to the group on credit ratings, methods of paying bills, and of the economic soundness of buying on time payments, depending on whether the items to be purchased are luxuries or necessities.

Young bankers in the community also welcome the opportunity to talk with young people who may soon be prospective patrons. They speak on the advan-

tages of maintaining a bank account, and on the principles of sound investments.

Attorneys have been generous in discussing with the student groups the legal aspects of family living; while insurance agents have presented the protective angles of family responsibilities, explaining how necessary it is that the family provider protect himself and his family against loss or lessening of income through unforeseen calamities, accidents, and illness.

Even the local police department has furnished speakers to impress these young parents-to-be with the importance of developing desirable family attitudes toward law enforcement.

#### OUR CASTLE

"Should we plan to buy or rent?" asks one girl. "Is it better to start with an apartment, or to begin at once to make payments on a house?" Comparative costs and satisfactions involved are introduced in bringing the problem down to earth by citing actual conditions in the community.

Whether to buy furniture first and the house later, how much down payment is required, what price house a young couple should consider, and scores of other questions pour into the hopper as the "experts" attempt to solve these age-old problems. On one angle, all are agreed, "Don't live with in-laws, except as last resort!"

Quality and types of furniture are studied on field trips to furniture and department stores, where points of good and poor construction are demonstrated by salesmen. Students debate the choice of modern, provincial, or traditional types of furniture in terms of enduring satisfaction.

"Making something from nothing" proves a practical money-saving experience for students. Special committees consisting, invariably, of both boys and girls, use a small offset area in the all purpose homemaking room to try their hands at making a coffee table from an old round dining table picked up second-hand.

As a culmination of their activities, the students arrange the space as a den in the early American manner, being careful to hang pictures at eye-level, to group furniture for use, and to keep large pieces parallel to the walls. Boys prove that they are as interested and talented as are girls, when it comes to home decorations. Frequently, local firms lend the complete room furnishings selected by the student committee. The cost accounting in this experiment is usually eye-opening!

With the "last word" in kitchen and laundry equipment right in the classroom, there is little chance that any senior will graduate without realizing the importance of reliable household equipment in the success of home living. Special demonstrations of the latest models in appliances, comparison of the different types and makes, consultation of buying guides, and a study of com-

parative costs add to the practical training in the selection of labor-saving devices.

With the thousands of new houses being constructed in this fastest-growing section of the United States, the field is rich for cultivating tastes in home selection. Comparison of house plans and their relation to satisfactory family adjustments, the various types of furnishings appropriate for each, and the environmental factors involved in the location are all of concern to the potential new home owner.

Trips to nearby housing developments make the classroom study more realistic. Local architects have added interest to this unit of work by talks and demonstrations. Owners of both new and old houses in the community have been generous with invitations for such home visits. Students are thus impressed with the long-time planning and saving necessary to make their dreams come true. Once a year, a few outstanding homes in the area are opened to the public. This "Home Tour" is arranged by the Girls' Work Council and funds thus raised are used for girls' club work.

#### ONE WAY TO THE HEART

Not to neglect the physiological aspects of family life, a part of the all-too-short course is spent in the foods laboratory. The ability to prepare foods creatively is encouraged by the limited laboratory activities of the mixed groups, whose first step is to make a study of the principles of good family nutrition. Experiences in selecting moderate-priced foods for health and in keeping with the family budget, as well as for personal preferences, are provided by planning and serving meals in family size groups.

Entertaining inexpensively and with a flair is encouraged through co-operative efforts of boys and girls, as they go about preparing buffet suppers, out-door barbecues, or "real live" beach parties.

Local utility companies contribute to the success of the foods and nutrition unit by arranging demonstrations by their attractive young home economists, thus stimulating class members to acquire the "professional touch."

#### POINTERS FOR PARENTS

This feature is a daily *must* during the weeks devoted to the discussion of approaching parenthood. From how and why to punish to techniques in sex training, the problems of parenthood are frankly discussed. Films, filmstrips, and talks by the school psychologist, as well as trips to the kindergarten and day nursery, are teaching aids used during this study. Surprisingly enough, the boys seem to lose themselves best in the informal atmosphere of the kindergarten. The small fry are much interested and impressed with the tall levi-clad teenage boys who provide such good patterns for imitation. Observing how these teachers put into practice theories studied in class makes lasting impressions on the homemaking students.

## ROUGH SPOTS

When Johnny is ill, both Mama and Papa will know how to make him more comfortable if they have taken this course. Reading a clinical thermometer, giving bed-baths, even making a bed that will "stay made," and filling the hot-water bottle so that it will not be as hard as a football is, they learn, part of keeping a patient as happy as possible. Also that an attractive food tray and the use of a straight chair as a back rest can make a meal in bed the highlight of the day.

The care of the baby, his food, his bath, his sleeping habits are also included in the class plans involving the physical aspects of family life. Demonstrations by the school nurse and films on the subject contribute their part to this unit.

## THE MONEY BAG

Questions of time and money management lead to the consideration of how important the actual spending pattern becomes. "Who's going to hold the purse in our family?" is a question that invariably stimulates the boys, for some still insist that the pay check belongs to the man-of-the-house alone, since he makes it! The concept of the home as a co-operative venture in which both husband and wife, as well as the children, share in making and spending is a new idea to some students. Democracy in the home, the family conference as a means of solving family problems, is given emphasis.

Getting 100 cents worth of value from every dollar spent by making use of buying guides, being label conscious, and by discriminating carefully in brand selection, are stressed. Here again, emphasis is added by classroom demonstrations, films, and field trips to stores, where merchants are glad to meet these seniors who so soon will be establishing new homes. An outstandingly successful homemaker talked to the classes about her buying experiences and resulting techniques.

## RICH SOURCES

With so many sources from which to draw assistance in presenting the problems of home living, there seems no end to the variations possible for classroom presentations. As the American Institute of Family Relations is located in nearby Los Angeles, there are many specialists who might be called in for consultation. For fees ranging from \$35 to \$75 per day, we can have advice from top authorities in the field. Local churches have offered to split fees with the school district to help make such speakers available. Having these highly trained specialists stay over for an evening session with parents has proved a good investment.

## THE PAY-OFF

After class discussions of such problems as in-laws, quarreling, what it means to be married, how to make the home successful, *etc.*, the group is ready to

give serious consideration as to whether it is more important *to keep the house immaculate or to make hearts happy*. Inhaling the invigorating air of such a course will, we hope, be insurance that the future homes of these students may be both *clean and happy*.

Following is a list of schools in which programs on family life education are currently being offered to students: San Diego, California; Whittier, California; Denver, Colorado; Geneseo, Illinois; Highland Park, Illinois; Peoria, Illinois; Winnetka, Illinois; Sanford, Maine; Denton, Maryland; Billings, Montana; Tom's River, New Jersey; Las Vegas, New Mexico; Bronxville, New York; Syracuse, New York; Cincinnati, Ohio; and Columbia, South Carolina. A number of state departments of education have also developed programs in family life education. Included in this group are: Mississippi, Oregon, North Carolina, Utah, New Jersey, New York, and Michigan.



—Courtesy of San Francisco Unified School District.

A panel discussion of family life education.



## FOUNDATION PRINCIPLES FOR A FAMILY LIFE EDUCATION PROGRAM

**T**HE same method that started off and developed the program offered in the next chapter—Observation and Consultation with Young People Themselves—is an inflexible, though adaptable requirement as the program dips down into the early grades from preschool on up to the top. Long before children can read or check questionnaires or share in forum discussions, they are revealing their universal child needs to us in their spontaneous work and play—in their chatter and talk, their songs and games, their drawings and handwork, their dramatic and make-believe play. One has but to live observantly and sympathetically with children to learn the trends of their interests, the desires of their hearts, the requirements of their development.

From such gleanings one acquires the mass substance, the basic materials upon which every family life program must be built. From such basic material, too, one is able to work out a foundation program which might act as a pattern for all schools since all children possess the same fundamental, dynamic needs and express them in similar fashion. All children are brothers-under-the-skin—all children, that is, follow a universal pattern of emotional development as they cover the years up to adulthood. An inflexible foundation pattern in a family life education program is not inflexible in its execution. It is as flexible as the parents and teachers make it. Just as every child takes on the speech, manners, and mores of his surroundings, every program may be trimmed and shaped to meet local community requirements. They may be aggressive or conservative, suited to rural or urban, native American or cosmopolitan areas. The same principles apply to a family life program that apply to all modern school programs. They meet first the basic needs of children; and second, they fit the local requirements of home and community. Incidentally, the custom followed in the past has been reversed. The school has consulted the parents and the community first, the young people and the children last. It is like the situation a psychiatrist or counselor sometimes meets when a mother brings to him a child with a behavior difficulty and then suggests the tactics the counselor should employ to carry out her wishes. How fair is that to a child and how effective the counseling?

Fortunately most parents intend to be fair. Most of them are aware that they are not informed on the deeper, psychological aspects of child development or child management. They are willing and happy to be guided by those persons appointed to teach and guide their children. Let us then, in the public

schools take over and prepare ourselves to work with the material at hand in this new field of family life education, learning as many a teacher learned in our colonial log-cabin days and as many another learned by keeping a pace or two ahead (if he must) of his students. Just as family life is a continuous and continuing experience, so education for it, whether by teacher or student, is continuous and without end. Yet there must be a beginning and until there is a beginning, there is nothing!

One hears a great deal about attaining "maturity." How thereadbare the words, yet how little is known of the texture of the human fabric it represents, the satisfactions that are woven together to produce it, the harmonious design in human living it should reveal. A "mature" person, or to use another term, the integrated person, a mental hygienist will explain, is one who has attained self-realization. He has come into his own. He has become not what you, his teacher, or parents, or friends wanted him to be, but what he himself wanted to be—an army chaplain, or prison warden, or big game hunter, or just plain businessman. He was able to attain this self-realization through the satisfactions gained in the working out of his nature-driven impulses in the several avenues that contribute to personal achievement:

*The egoistic* which leads to personal competence and economic independence, ability to make a living.

*The social* which leads to ability to make friends and establish a place for one's self in the community.

*The sexual* which leads to sexual fulfillment, the ability to fall in love, marry, and rear a family.

Whether a child attains self-realization through these three major drives or desires (whatever name they bear) depends upon a number of factors largely beyond his control. Pessimistically stated, they depend upon the strength and tenacity of his emotional drives in a world largely unmindful and frequently opposed to them as in the love or sexual drive. Optimistically, they depend upon the knowledge and provision of a world of adults for all three of these inner drives of childhood. Generally speaking, the civilized world has made marvelous provision through education for personal achievement in economic spheres, but it is still traditional if not plain "trial and error" in its understanding of the laws of emotional growth which influence all adult attainment. Everybody knows, for example, that the unadjusted personality rates below the outgoing socially adjusted applicant for a business position no matter how otherwise qualified he may be. Everybody knows too, that the unmarried man who has not the incentive of a home and family and its stabilizing influence is also at a disadvantage vocationally.

On the accompanying chart is a limited category of the most familiar of children's activities as they push forward in their work (economic drive), play (social drive), and love (sex drive) toward the requirements of their adult

years. Because they are to be the requirements of their later years, they have to be the requirements of their earlier preparatory years too. They are the requirements for any program that serves children. They are the mass substance out of which their education must be wrought.

These activities as presented form no program of themselves, yet, without them and knowledge of their significance, no program is adequate or appropriate. They are as essential to a family life program as eye and muscle to making baskets in a basketball game. But just as co-ordination of eye and muscle must take place while learning to make baskets, so co-ordination of inner drives must take place while attaining the satisfactions of family life.

Following is a presentation of the three major innate drives of children with a rough setting forth of the typical pattern of their expression and stages of development. These form the basic structure upon which all education builds.

#### *Egoistic Impulses*

Touching  
Grasping  
Manipulating  
Reaching  
Dropping  
Throwing  
Climbing  
Creeping  
Walking  
Jumping  
Running  
Pulling  
Wrestling  
Fighting

#### *Sequence of Development*

1. Trial and error
2. Repeated effort
3. Successful effort or failure
4. Joy of attainment or discouragement
5. Increase in skill or decrease
6. Satisfaction to ego or dissatisfaction
7. Effect on personality:  
    Confidence or lack of it
8. Effect on development:  
    Competence or incompetence

#### *Social Impulse*

Smiling  
Touching  
Stroking  
Pinching  
Biting  
Hugging  
Pressing close  
Playing together  
Sharing  
Making gifts  
Writing notes, verses,  
    and letters  
Sharing secrets

#### *Sequence of Development*

1. Response to mother and family
2. Response to other children, strangers
3. Conflict between home and playmates, attachments
4. Emancipation from parents or fixation
5. Increased activity with playmates or shyness
6. Beginning of leadership or dependence
7. Joy of recognition and participation in group or withdrawal
8. Satisfaction in social acceptance or dissatisfaction
9. Effect on personality—friendliness, happy companionship, social assurance or restlessness, depression, escape
10. Effect on development—social acceptance or enviousness, hostility, seclusiveness

*Love and Sex Impulses*

Hugging, loving  
 Touching, stroking  
 Pinching  
 Biting  
 "Rough-housing"  
 Wrestling  
 Handholding  
 Petting  
 Dating  
 Kissing  
 Caressing

*Sequence of Development*

1. Nutritive stage—oral satisfactions, hand-and-mouth activities
2. Neuter—lack of sex discrimination, boys and girls enjoy each other impartially
3. Homosexual—sexes segregate with companionship largely intra-sexual
4. Heterosexual—drawing together of the sexes, expanding stages of development from awareness to love-making
5. Interest in nudes, pin-up girls, (boys)
6. Interest in photographs, portraits of motion picture stars

Many of you will want to add other favorite activities of children which serve their purposes of development whether or not they may be termed "innate." The noise-making tendency of children! How like the tom-tom beatings, war cries, chants of primitive peoples! How only slightly removed from them are the toy drums, the tin horns, and the made-up songs of young children, the screeching sirens of young motorists, all of whom are seeking to project their still inadequate egos upon a superior adult world!

It is this uncharted, interpretive, mental hygiene aspect of family life education which makes it an elaboratory affair, requires teachers to be human technicians as versatile and as many-faceted as any country doctor or a modern policeman, her program as unrehearsed as the activities of the children themselves. Every day, especially in the early grades, will be different, yet every day there will be teaching and learning initiated and inspired by the children themselves.

Though teachers cannot know what turn their interest may take—the arrival of a new baby brother or sister to be announced and talked over, or a visit to the city animal shelter to retrieve a lost dog, or a television program showing an adoption center—she must know what each situation calls for and what the accepted teachings are.

In the first few grades (and somewhat in all grades) family life teachings are informal and incidental. They should not remain accidental, but be provided by an appropriate setting of the usual kindergarten and first-grade type of equipment—dolls and doll houses, dress-up wardrobes, pets and guppy fish, all sorts of things which will act as incentives and props to family life play and understanding through play. Out on the school grounds slides, swings, handbars, cages for larger pets, gardens, and growing things focus the interest.

As the children grow older and pass into upper grades in the elementary school, "props" become less a part of the teaching equipment, psychological insight an increasing requirement. In addition to recognizing the presence of a child's innate drives in motivating his conduct, a teacher has also to bear in

mind the several laws which govern their development. The laws of emotional growth like the laws of physical growth follow a prescribed pattern. Each of the three dominant impulses governing a child's development unfolds in new, successive designs from one age level to the other, and must be maintained in balance if an integrated nature or personality is to result. The older elementary child is less of a sentimentalist than he was at five or six; for example, he has become more of an experimentalist. He is not content with make-believe and goes straight after reality. This change, the teacher must recognize and be guided by in her program.

Not to identify these way stations but to ignore the signs of newly developing interests is the tendency of our parents which has been the source of a multitude of social and psychological ills. "Nipping in the bud" may give sturdiness to an unprolific or to a too prolific plant in order that it may bear larger blossoms but "nipping in the bud" the newly emerging interests of children tends to cripple and retard their normal interests, make them bearers of leaves and barren of fruit. A young girl, for example, whose just-emerging interest in boys at thirteen is denied by strong refusals of toleration by her parents, may at sixteen show no interests at all or become one of those shy misfits one sees in every gathering.

One often speculates what sort of a race we humans would be if adults had been allowed the privilege of checking or hastening the physical maturation of their children as they check their emotional development. Unhappily and unknowingly for the greater part, the very persons who are most careful to promote a child's mental and physical development are likely to be the very ones who are unaware of his emotional or psychic needs. A mother who constantly boasts she rules her family without ever raising her voice, punishes them every day of their young lives. There is a psychological time for the appearance of each successive stage of all of the impulses. For successful, favorable development, each new emerging indication of change must be caught, nourished, and tended—at the time—or it may be subject to faulty growth.

Because of individual differences in the rate of development, the age of emergence of new interests in children is not fixed. They may be earlier or later than the norm as in the case of physical or mental growth stages. But the law remains. Nature calls the tune, not teacher, or parent, or even the child himself, and when nature pipes, we dance; that is, we accept the change and provide for its requirements.

Another law governing the growth of the innate forces in children is the law of proportional balance among the major innate drives, work, play, and love. Our American way of life has long ignored this significant law of balance, focused instead its rewards on the demonstration of a strong ego expressed in economic competence. It is this one-sided stressing of the economic phases of

our children's preparation for home life that has earned for us a popular characterization "commercially minded American!" Unfortunately, we are.

But we are also a socially minded people. Our assets in social living in the broadest sense, our concern for human welfare on civic, state, national, and international levels is rapidly bringing us up to the point of balanced proportions in relation to our economic activities. We earn but we also spend. Thanks to present prosperity, social as well as individual welfare is improving. We have a growing amount of leisure, but alas, our social attributes have increasingly lessened when it comes to courtesy, manners, concern for others, the reading of the classics, the exchange of ideas, the enjoyment of the arts—in brief, the culture upon which a harmonious and fruitful home life is built.

The third of the composite which would make for emotional balance is the sex drive—and for that, we as a nation, and in our educational system, have made little or no provision. Chart I below gives a graphic though purely unsupported indication of the typical proportional balance or rather lack of balance prevailing in the average person's development. Chart II gives what would be equal satisfaction and development in all three areas which, we hasten to add, is not likely to occur, and might not be desirable if it did. The requirements of the moment in national and personal affairs, as well as individual desires, would affect the proportional balance or imbalance in each case.

Egoistic

Sexual

Social

Chart I

Egoistic

Sexual

Social

Chart II

One should not need to remind any adult reader of the injury that has been done, the tragedies that have taken lives and blacked out others purely because of the disproportion society has required between the sexual and other interests.

Failure to accept and further the love or sex interests of children, and provide for the changes leading to normal development ("I want to keep her young") or to withhold approval ("Don't think about such things!"), often makes the struggle too great for young people to cope with. When this happens, conflicting emotional states follow which bring about retarded, or partial, or entire blocking of the normal sex responses. When for example, a seventeen- or eighteen-year-old girl seeks companionship with far younger or older men in avoidance of her contemporaries, you know she missed in some fashion, for some reason, her heart's first stirrings.

The partially blocked is often discovered by the faintness of his responses. He can fall in love and out again with ease. He is willing to become engaged, but delays marriage although not for financial reasons. He can do—or undo—many things because he is afraid.

Those that are fully blocked present the tragedies and near-tragedies that come to our attention through the courts—divorce courts and criminal courts—the broken homes and broken hearts for the one; the deviate, the homosexuals, the perverts, the exhibitionists, all of those whose unhappy state is not of their own making form the other. We, society, in large measure through our ignorance and failure to provide for the sexual developmental needs of boys and girls are to blame for the stigma and suffering we place upon a large group of the sexually unadjusted.

To return to the theme of emotional balance, to be attained through the harmonious integration of all three dominant drives as they are required in each individual child, brings us to a frequent question of parents and teachers—how can you know whether or how well a child is getting what he needs?

The answer is fairly brief. An emotionally satisfied child is happy, productive, co-operative. He is moving right along and shows it. The unsatisfied child shows his lack in his behavior and misbehavior.

The following chart will give a graphic and simple picture of two types of unhappy children.

House of Sick Minds	Normal Satisfactions	House of Corrections
<i>Symptoms of suppressed revolt against lack of innate satisfactions</i>		<i>Symptoms of outer revolt against lack of innate satisfactions</i>
irritability		quiet anger
headache		defiant attitude
bodily pains		lack of conformity
tears		running away
faintness		calling names
over-sensitiveness		stealing
seclusiveness		violent language
nail biting and similar habits		fire setting and similar habits
		speed driving



Whether your child or mine stays within the circle or whether he steps over the line and starts down the road to either of the little houses of refuge depends upon many factors, inherent and acquired. His inherent qualities (if they are inherent), parent and teachers must accept for what they are. The acquired factors are largely their responsibility which becomes amazingly simple, agreeable, even fascinating when the meaning back of their ceaseless activities is understood and the essentials provided for and permitted. It is when human drives come into conflict with human drivers (of themselves) who don't understand, that trouble arises for everybody.

If he has been a sensitive, acquiescent type of child, he may surprise himself by becoming unexpectedly contrary and negativistic ("Mother, I hate you!") or he may break into sudden tears, feel ill and unable to eat, retreat to his room, lock the door, and refuse to come out.

If he has been an assertive child, his break may take the form of a series of hostile acts, calling names, swearing, playing truant, breaking windows, stealing. Almost any act of violence brings relief and it also brings inner grief. Like the unassertive child, he is often not prepared for his own conduct. Far from being deliberate in his rebellion as others often accuse him of being, he trembles at his own boldness and violence. Rarely does he or his parents or teachers begin to understand the mental mechanisms that are working to release him from the conflict within, conflict between his own developing self and the adults who have fed, clothed, and governed him but denied him his birthright.

All of these children, the acquiescent who starts down the road to the house of sick minds and the aggressive who starts down the road to the house of correction, may become happy, acceptable children if those who are responsible for them will learn to know and follow the laws of mental health before it is too late. How far has our modern civilization taken us from the simple wisdom of primitive man who, according to Margaret Mead, for all his savage rites and customs, rarely produces neurotics and delinquents, chiefly, it would appear, because the primitive mind makes laws for man and not man for laws!

Yet you will encounter, since we do have laws, wise or unwise, shall they not be obeyed? Is there to be no government, no discipline, no restraints from without, no conformities from within? Never has a society existed where there were no laws, no restraints. Primitive life is full of them. But to be acceptable and effective, social codes, customs, and prohibitions must work, not against the natural laws of man's being.

When they do not and conformity is necessary, two avenues of compromise are open, inadequate as they often are. Both of them are familiar, often happy, sometimes sorry, but never quite satisfying. The compromise are those devices spoken of psychologically as sublimation and substitution. Sublimation offers for satisfaction denied, a similar satisfaction on a higher level. When a Catholic novice takes the veil and becomes a bride of the church, hers is an exalted

form of sublimation. Or to come nearer to our children, if two youngsters are fighting at random, viciously, with no holds barred, providing them with boxing gloves and teaching them to go to it under sporting rules would be a type of sublimation almost as acceptable as their direct, rugged encounter.

Substitution is self-explanatory. For an activity denied, it offers another, frequently quite different in character. If fighting boys, for example, were sent to a moving picture, the element of combat removed, that would be substitution, but a poor one, from some points of view. Complete substitution removes all elements of the original activity. Neither mechanism, substitution or sublimation, is likely to give the satisfaction of the original activity. They are both denatured affairs, but either is infinitely better mental hygiene than straight, unyielding prohibition, denial, or punishment. Best of all would be modification of some of our present-day restrictions and prohibitions still remaining, like the old Connecticut blue laws with nothing but tradition to sustain them.

The task of family life education is to square the difference between the laws of society and the laws of child development in the emotional field. It seeks to bring balance and harmony into all the relationships of home and community and in their united pursuits of work, play, and love.

In summary, shall we say the foundations of any program for family life must rest squarely upon four basic mental hygiene principles:

1. Knowledge of the innate driving forces of childhood.
2. Provision for their development in daily life activity.
3. Recognition and provision for the emergence of successive growth stages.
4. Integration of all innate drives into a harmonious and united whole.

Again may we say, these four essentials, like the three native drives which they concern are not arbitrary or fixed. They are offered merely as foundation procedures which may implement the principles upon which a basic program in family life may be built. They are to the program as the mulching of the earth is to the gardener's planting or as the heating of a kiln is to the firing of the clay. In the next chapter we shall put these procedures and principles to work. We shall draw up a program based upon them, a sure-fire program that will recognize the three dominant needs of all children, release them into the activities of work, play, and love of which, as Dr. Henry Drummond says in the title of his most famous book, *And the Greatest of These Is Love..*



—Courtesy of Cleveland Public Schools.

High-school students develop social abilities.

## Chapter 6

# BASIC PROGRAM FOR FAMILY LIFE EDUCATION

### *Children's Interests and Teacher's Guidance*

#### THE PRIMARY GRADES

NOTE—Children's interests are shown in light type and suggestions for teachers' guidance are shown in **heavier type**.

**OCCUPATIONAL**—drawing and painting (including finger painting); relating out-of-school episodes or experiences; playing games; handcraft—weaving and modeling.

**ORDERLINESS**—at home, at school; care of one's own room; hanging up clothes; care of belongings—books, toys; making of beds, "hospital style"; setting of table; (Emily Post) table manners; washing and drying dishes.

**SOCIAL**—playing with contemporaries; playing keep-house; dressing up and undressing; playing "tea-party" and weddings; dramatizing stories and pictures; endless expressions of home life.

**BABY CARE**—how to lift, feed, amuse, over-see (under supervision).

**AFFECTIONAL LOVE**—playing with contemporaries, hugging, loving, pinching, biting, pressing close, kissing, caressing, giving gifts.

**AFFECTIONAL LOVE**—random love bites and pinching cease when legitimate love expressions are substituted. Segregation is not helpful, postpones adaptation to each other.

**BODILY AND SEX INTERESTS**—pride in eliminative function; questions concerning sex differences; masculine pride in maleness; occasional envy in girls; trips to bathroom together; self-made talk and terminology; questions concerning origin of themselves, playmates, animals, pets: "Where did I come from?" "Where did you get me?" "Where was I when you were a little girl?"

**BODILY AND SEX TEACHING**—pride must be encouraged, shared toilets are helpful, older children assist younger ones of either sex, teacher uses acceptable terms, does not enforce their use, children learn gradually by hearing. Answers to questions concerning origin of life.

**TOILET ETIQUETTE**—flushing bowl, hand-washing, etc.; explanation of urinals in school and public toilets, care of lavatory.

#### UPPER ELEMENTARY GRADES

**FIRST JOBS**—grass cutting, paper delivery, shoe shining, snow shoveling, grocery and special delivery.

**CHORES AT HOME**—carrying out garbage, emptying paper baskets, drying dishes, caring for younger children, running to grocery and performing errands of all sorts, chores on the farm.

**CONCERNING EARNINGS AND ALLOWANCES**—Purpose of allowances: for what and how much?; home chores: pay or no pay?; working for outsiders; benefit or otherwise? wage scales; use of earnings: spend, save, budget?; borrowing and lending—school banks, visit to city banks, students bring coin collections to class; report on United States Mint, Fort Knox.

**LEISURE TIME AT HOME**—listening to radio, TV, *etc.*; attendance at moving pictures; reading books, magazines, comic and adventure stories; hobbies: *creative*—building and constructing—*Collecting* stamps, coins, buttons, match books, photographs, parts for electric train.

**DISCUSSION OF LEISURE TIME**—Proportional time for leisure, study, and work; value of programs, characters, hobby fairs, awards, prizes, contests, *etc.*; exchange center at school for books and magazines; use of school and public libraries.

**SOCIAL AND RECREATIONAL ACTIVITIES**—team games and clubs; Little League—midget league, football; Cub Scouts and Brownies; boys and girls club; church and church school; hiking and camp excursions; picnic parties—children's parties; dancing classes; dramatics, music; swimming.

**CLUB MEMBERSHIP**—opportunities for informal class discussion concerning various clubs, membership, purpose, benefit.

**MAKING AND KEEPING FRIENDS**—difference between "choosing" your friends and being undemocratic; how to make social introductions—formally and informally; giving and accepting invitations to play, to stay for a meal, to attend a party, slumber parties, staying over-night with friends; conduct toward adults, toward parents of friends, unknown strangers; careful explanation to protect against being endangered (note to teachers: more detailed explanation to parents).

**BETWEEN THE SEXES**—boys teasing and heckling girls; girls reciprocating; childhood sweethearts; special pals and strong attachment to another of the same sex, wrestling, rough-housing; hero worship toward older person of same sex—athlete, movie star, teacher.

**HOME ENTERTAINMENT**—boys and girls, separate or together—advantages and disadvantages of mixed parties; games promoting friendship between boys and girls—"choosing" each other in "drawing sides"; games promoting legitimate competition between boys and girls—athletic games (boys likely to win); paper-and-pencil games (girls likely to win) with balance maintained; indoor vs outdoor games at party; obligations of guests to hostess, restitution of damages (if any), etiquette at refreshment time, leave-taking, and preliminaries in restoring home of hostess to order.

**BIOLOGY AND GROWTH**—the mechanism of the human body, also of other mammals and sub-mammals—firsthand information, masturbation, sex play, small sense of guilt; interested in sex development as observed in older boys, seminal emissions, erections, genital growth; girls interested in menstruation, mammary development, age of onset.

**ANSWERS TO QUESTIONS RAISED**—(1) by the above (objectively without moralizing); (2) objective explanation of sex structure and functioning; how to know signs of approaching puberty; (3) use of visual aids: TV, films, books, pictures, charts, and mannikins.

#### JUNIOR HIGH SCHOOL

**JOBS AND EARNING MONEY**—delivery helpers, venders at athletic events, caddies on golf links, vegetable and fruit pickers, paper delivery, miscellaneous jobs.

(See discussion under Upper Elementary) Budgeting of day—hours of work, study, exercise, relaxation.

**PHYSICAL GROWTH AND DEVELOPMENT**—*in relation to self and others of both sexes*—worries over over-weight, awkwardness, tallness (in girls), shortness (in boys), physical defects, food and eating; *in athletics* (self or spectator), dancing—social or squares, dramatics—school and home, music—rhythm, aesthetics and religion.

**BEGINNING OF SEX ATTRACTION**—renewal of touch activities; increase in affectional gestures toward mother, older persons; girl's occasional withdrawal from father; first hand-holdings and kisses; light petting, writing notes; crushes and first love affairs; shyness and escape before loved one; some kissing games; personal appearance; noisy dress and manners; hair flaunting; giggling and laughing; artificial walk and posture; desire for fancy foods (banana splits); mixed parties; hero worship—opposite sex; collecting photographs and souvenirs, motion picture idols, etc.

**PHYSICAL GROWTH CHANGES**—height, weight, energy, food, fatigue, sleep, work-hours, posture, exercise—for relief of anxiety and for good looks and health; recreational requirements: athletics, types of physical exercise, sports, competitive games (effect on young and maturing persons), moving pictures, television, dancing and dramatic classes with instructors, and provision for every child; recognition of the developmental significance of first touch activities, provision for them in games of personal contact—skating, dancing, swimming in pairs; discuss young love with sympathy and dignity, avoidance of terms "infatuation" or "puppy love"; assistance to the shy or the misfit; special assistance to parents in understanding need for provision, not retardation, of first evidence of sex attraction.

**SOCIAL INTERESTS**—forming clubs and cliques, special chums and confidants, writing notes, making gifts, social usage, entertaining, mixed parties.

**SOCIAL DATING**—when to begin, single dating, going steady, manners, dating procedure, costs, appropriate dress, hours of leaving and returning, chaperones, gift-giving, use of cosmetics and types of hair arrangement, helping gain parents consent; suggestions for parties, entertainment, making and writing and accepting invitations, planning refreshments, dramatizing dates, procedure; telephoning, as for a date, refusal and acceptance; committee on social affairs representing parents, teachers, and young people; opportunities to suggest desired topics.

**SEXUAL MATURATION**—companion with others; looking for appearance of maturing; concern over retardation; *girls'* self-consciousness over early conspicuous development, excess modesty with parents and adults, interest in breast development, menstruation and hygiene; *boys'* pride over development, seminal emissions, individual differences, undescended testicles, mammary enlargement, voice changes, malformations.

**SIGNS OF APPROACHING PUBERTY**—hairy growth, acne, voice changes, mammary changes (both boys and girls); genital development—individual differences, undescended testicles, malformities, shower-room etiquette, medical advice, discussion of glandular influences; boys' functioning—seminal emissions, its frequency and purpose, psychic imagery accompaniments, masturbation (use and misuse), exploratory and as release; girls' functioning—menstruation, explanation and preparation (equipment, pads, and tampons), hygiene, bathing, exercises, cramps, aesthetics of dress, bras.

#### SENIOR HIGH SCHOOL

**JOBS AND EARNING**—bus boy, fountain service, ticket sellers, theatre ushers, window washers, clerks in hotels, magazine salesman, car washer, stock boy, oil station attendant, baby sitter, waitress, typists, clerk in department stores.

**VOCATIONS AND CAREERS**—individual ability—college requirements, business requirements; job vs careers—unions and their value, beneficial or detrimental; men vs women in industry and professions; present-day opportunity in industry and professions; planning for college expenses—savings, scholarships, working one's way through; college clubs, fraternities and sororities—advantages and disadvantages.

**SOCIAL AND INDIVIDUAL RECREATION**—dating, school and other dances, attending motion pictures, athletics, tennis, bowling, swimming, listening to radio, looking at TV, reading magazines and books, conducting "bull sessions," automobile driving.

**DATING AND COURTSHIP**—differences between going steady and courtship; keeping free of entanglements; out-of-town dances; beach parties; chaperones; smoking, drinking; use of family car; speed-driving.

**LOVE, SEX, AND MARRIAGE**—going steady *vs* courtship; basic elements for going steady, for engagement, for marriage; petting and love-making, the limits; affairs and sex experience; the other fellow's girl (or man); blind dates; "breaking off," obligations; and other interests readily expressed.

**LOVE, SEX, AND MARRIAGE**—Note to teachers: this course should be left largely in the hands of the young people themselves so far as covering the subject is concerned; standard topics—pros and cons of engagement duration; advantages and disadvantages of early marriages; student wives, working wives; postponing of family building; financing engagements and marriage; living with relatives; meeting the topics suggested in opposite column or others brought up in class discussion; suggested topics—eugenics; mental and physical health; adaptation to in-laws; letting by-gones be by-gones in previous love affairs; recognizing sex attraction from the real thing.



## Chapter 7

# TEACHING METHODS AND TECHNIQUES

**T**HE basic program just offered, like all programs, is only as effective as the person who presents it and her techniques. A printed program is a tool. It still has to serve the hand of the craftsman. The age levels, the lists of children's interest, activities, and requirements, all nicely classified in the outline, like the bolts of dress material in a dry goods store, have still to be shaped and draped into costumes like those on the dummies who look so startlingly alive.

More and more, family life education is dramatizing its work, using appropriate setting, and providing props—pictures, modeling clay, doll houses, birds, animals, costumes, all sorts of things that are familiar to everyday life, and for older children, films, charts, specimens, and firsthand knowledge from excursions and projects. Yet for all their familiarity, when these props and procedures are used in family life education, they are used with a difference. The difference lies in the teacher's ability to give significance and understanding and an inner satisfaction to a child's emotional life while he is at work and play without spoiling his spontaneity. She should contribute facts, if facts appear to be lacking, and should correct errors if they arise. The method is termed "incidental."

"Yes, Nancy, you are right. Baby birds have enormous mouths, big enough for the mother bird to put her beak inside and drop a nice fat worm."

"No, Harper, baby squirrels don't have bushy tails when they are born. I saw two just the other day. They were just covered with their bare little, pink skins and their tails, bare too, were about as long as a match."

Such bits of knowledge relating to family life of any sort, furred or winged, four-footed or two-footed, human or otherwise, would open up eager discussions, sharpen the interests, and add richness and fullness to the day's enjoyment as well as to the learning.

To little children of the pre-school and early grades such contribution to their play is like opening a book which has always been just a picture book and finding it full of words that tell the story of the picture. As one little girl said of the words she could not read, "It's full of 'sezes.' It says, it says, it says."

To the older boy or girl these objective bits of this or that brought into the classroom are just the reverse. They are like illustrations added to a sombre text of mere words. "I'll tell you what we'll do," a biology teacher said. "To get hold of this complex business of how we are built, I'll get you some modeling clay and you can work at it with your fingers; or you can draw if you like."

In an instant the class sprang to action. Somebody asked whether it mattered if you drew or modeled a male or female frame, and someone else said, "I don't suppose they're very different." That revealed a lack of fundamental knowledge in human sex structure. The teacher brought out charts of both sexes; and the younger people, besides learning about sex differences in skeletal structure, learned also that knowledge was knowledge, science was science, and there were no restrictions, except those of accuracy, at least in that class with that teacher.

Teaching of this sort calls not only for training in the life sciences and other allied subjects which serve as a matrix, shall we say, in which to embed the teaching called family life, but also for the teachers who are keen observers and sympathetic interpreters of human nature, especially as it is revealed (or concealed) in young minds during the formative years. Young human nature is realistic and idealistic, both qualities of which serve them well with no other promptings from us—their parents and teachers—beyond provision for the satisfaction of their needs to the best of our ability. As one young senior high-school pupil expressed it, "Tell us the facts, and we will take care of how to use them." You must trust the subject and your handling of it to do their own good work.

To simplify and objectify the translation of innate drives and their activities into a basic program, we refer again to Chart I of spontaneous interests which have been expanded in Chart II to include a number of favorite pursuits characteristic of various age levels. These have been representative pursuits in varied form for generations past. They are as old as education itself but their significance is only as old as the education of John Dewey, Kilpatrick, Carlton Washburn, and Sigmund Freud.

The philosophy or psychology of the family life and sex education program offered above is based on the conviction that emotional balance brought about by the release and development of innate drives, including the sex drives, is one of the major avenues to family harmony, stability, and permanence. "My dad, my mother won't let me . . ." Such expressions, many times repeated, point out the great need for parents and children and teachers to get together.

The difficulties which present themselves in drawing up categories of activities on a chart for clarity's sake are not present when one observes children themselves. Children cannot be categorized or taken apart, for they are all of one piece; and it is when their parents and teachers pull them apart in their plans for their training and education, that the children suffer.

Just to show you how united children are in the beginning: when a little two-year old, for instance, brings you upstairs at night to rescue his bedfellow, his teddy bear, he demonstrates a wonderful, tri-partite bit of integration of impulses. He likes to have someone answer his calls with the resulting sociability of conversation, "Now don't you lose this thing again!" He likes the

tucking in for the sixteenth time, and he likes another good-night kiss. There you have all three major impulses in high gear.

As children grow older, the various urges disentangle themselves and keep on separating to a greater or less extent as they move toward maturity. How often a husband hears, "You love your job more than you love me." Whereupon he replies, "My dear, you are my job." To the wife work and love were separate, to the husband they were one.

It may be difficult for some, especially for young parents, to recognize in the constant succession of a child's first activities—the pulling, jumping, lifting, pushing, throwing—something more than mere random muscle exercises. It is different to realize when a baby tumbles all the books from a lower shelf, out on the floor, puts them back again, only to pull them out again, that he is enjoying a sense of achievement on a par with his father's business achievements of the day. Yet all of these, often to us troublesome activities, are first steps toward economic competence on which we place so high a value in a child's education.

To the great mass of mankind, the first satisfaction toward economic competence comes in the form of manual labor—mowing lawns, shoveling snow, pulling weeds, serving as busboys, washing dishes, acting as stock boy, delivering papers, no matter what he later becomes—bank president, Wall Street broker, plain businessman, or fire chief.

Avocations, like vocations, are often the result of early ambitions which circumstance had set aside or parents rejected, "No child of mine . . ." Yet avocations, like spare tires, often save the day. With increasing leisure and life span, avocations frequently form a backlog of personal satisfaction and sometimes of income. The line between work and play is often hard to find.

As a boy or girl you play the violin in the school orchestra, or sing in the glee club; you collect butterflies or stamps or coins or raise Belgian hares. A prosperous businessman, reaching the age of retirement, faced idleness with dread until he saw a group of youngsters playing policeman in the street. In no time at all he was parking his car in front of the police department, made application for a job on the force, took his training and is now a voluntary policeman complete with star under his coat. "I waited a long time?" he said, "to do what I wanted to do." Some people don't wait until retirement to turn their avocations into vocations but slip into them whenever opportunity offers.

This is not the place to go into a discussion of the work of the public schools in their guidance department which are doing a supreme piece of work in fitting boys and girls for the places they are best suited to fill. Yet before a child reaches the counselors in the guidance department, even before he starts to school and more urgently still, when he starts to school, he encounters competition for the first time in its serious aspects and reacts to it. Entrance into school is a critical experience for every child, more critical in the first grade probably

than in pre-school. At no other time except perhaps entrance into college in the freshman year is it so difficult to hold one's own.

That the timid young *egos* may not shrivel and die, or the opposite, become boastful and aggressive, teachers of young children need all of Solomon's wisdom and Freud's besides. Because economic success or failure of a life-time may be at stake in the first grade (every man for himself in a new situation), the experience should be a happy one. Traditional reliance upon school procedures on the part of teachers, report cards, prizes, awards, examinations, grades, open reproof for misbehavior or mistakes, sending to the principal's office or home to mother with a note, all of this, it seems to us, should be reserved in the interest of establishing self-reliance and self-esteem in a child and the feeling of satisfaction—in going forward, doing what he himself wanted to do.

In the case of a troublesome child, whether he merits special care or not from the behavior standpoint, he is an uprooted, transplanted person, or he wouldn't be misbehaving, and is entitled to the support, even the coddling that his inner, wavering self requires.

There are always a few of these timid souls in every class. They start with some sort of handicap in contrast but in competition with most of the other children in the room. In such a case, one could wish for a teacher who, like a faithful pediatrician, would devote special energies to these little lame ducks who should be won back to what they were originally intended to be.

#### SOCIAL ACCEPTANCES

As in the case of the self-promoting impulses, the social are difficult to isolate. The two kinds of social activities, personal and community, are even more difficult to dissociate. We belong to the Kiwanis or Lions or Rotary Club, or their feminine counterparts. We participate in their service projects, but we gain as much as we give. We gain in personal as well as in community status. The same closeness of relationship exists on the economic side. We lose our job, we lose our friends (maybe), we get a raise, we call in our friends to celebrate.

Closely as egoistic and social impulses support each other, they also temper or restrain each other. It is not the fear of getting caught that deters us in the temptation to close a crooked deal, it is the fear of public opinion if we do get caught. One's personal reputation is a pretty precious thing. The people in sex education who talk of "self-control" are forgetting that one of the strongest forces on the side of morality is social control, unless it is the control that governs all of a person's conduct who has established his own code of ethics ("To thine own self be true."). Teaching self-control in one field of activity is pretty uncertain business. It is a thin system of ethics which is likely to break through under stress. Social consciousness which is an outgrowth of

our need for our fellowman in civilized society (how well the war has brought that to the fore!) is the best all-round deterrent to misbehavior, to the ever greedy encroachments of the other two drives, the economic and the sexual. Without belaboring the point, a sociology instructor can do more for morality and good living than any amount of talk on the control of the impulses. The social forces hold by right of their own strength.

One of the potent sociological reasons for the building of smaller churches, smaller schools, and decentralizing urban communities is the effect that smaller numbers and more intimate living have upon juvenile delinquency and crime. One of the very strongest restraining influences is the value man or woman places upon his personal status and acceptance in the community in which he lives. The smaller the community, the greater the social influence.

In the pre-adolescent years the unity between the ego and social drives is not too closely maintained. The "popular" boy does not lose his "followers" if class performance runs low; in fact, in certain grades his stock may go up. In the elementary schools, it is not uncommon for a fellow to be considered "a sissy" if he is too good a student and worse if he is superior. Many a young fellow has failed purposely because he was handicapped socially by his superiority.

The relationship between self-realization on the ego side and the social side is a complex affair as a child moves on into the upper levels of high school, college and out into the adult world where his values somehow begin to shift. One can so easily mistake one thing for another, as John Marquard puts it in his *So Little Time*. One can be a "grease-ball" or "grind," or one can be a playboy who doesn't "crack a book." Parents, teachers, people at large applaud the "grind," at least they applaud his accomplishments. There are prizes and awards and eventually, every body hopes, a new name added to "Who's Who." But few teachers or parents stop to think or point out that fellow students, co-workers, office associates, even the chief in the office later will probably not love him if he stands in their line of succession or, in the case of the chief, if he tops him and everybody knows it. Bringing balance between the me-and-you interests is a genuine service on the part of the teacher conducting family life or relationship courses. She can lessen the loneliness of superior or studious children (study is so often a retreat, not a choice), lessen the hostility that assails them and save a future of unhappiness by helping parents recognize the need for a new evaluation of their children's academic and social requirements.

The opposite is also to be borne in mind. The less endowed student, the one with a borderline IQ, needs all the resources his teacher can call upon that will help him score social gains. Many an indifferent student with the active assistance and concern of some understanding people can be helped to blossom as a rose in non-academic ways which will bring him not only social satisfactions but also an ego lift as compensation for his lesser mental attainments. As you

look at most of the entertainment world, you realize there is plenty of economic competence which has not depended upon the possession of a too-high IQ.

Family life education has a special opportunity for helping a family become aware of their children's social requirements and the many little obstructions standing in the way of their fulfillment—matters of dress ("you'll wear what I buy"), personal defects ("dentists cost money"), manners, prohibition of dating, and social contacts ("I need you at home"), children of foreign parentage, little refugees, children of racial or religious minority groups with customs that set them apart. All of these, a tactful, understanding teacher can work out to the social betterment of a young son or daughter who is her student.

Schools have made a great contribution in general to their communities by becoming social centers with entertainment designed to bring parents, teachers, and students into closer personal relationships. We may thank the home economics people for being in the vanguard of this most humanizing, socializing movement for home and school. They are also responsible for an upswing in the creative and aesthetic side of home life, including the aesthetics (as well as the ethics) of good manners—so sadly neglected in the immediate past.

At a recent conference of, let us say, electric appliances, a group of home economic students was asked to contribute a symposium. At the back of the room an impressive row of celebrities graced the speaker's table; the panel of young seniors sat at a second table just below and in front of the other. It was during the luncheon hour that one became aware from the floor that the older generation has lost its table manners and the younger generation had found them. Old elbows were resting on table tops, heads were ducking forward into iced tea glasses, knives and forks were dangling in air. But the girls sat straight and at ease, elbows were out of sight, silverware was inconspicuous, tea glasses were raised to the proper height for graceful drinking.

One wondered, was this an unconscious demonstration on the part of the grown-ups, a conscious one on the part of the girls? Perhaps. But if the good training had begun years before when it should have begun, it would have become second nature and never have disappeared.

Family life education which begins its good and varied offices in the pre-school years is in a strategic position to establish good manners (all kinds of good manners), as the children carry on their make-believe home play, setting the table, having tea, entertaining friends (including the teacher who doubles in this as in many situations as instructor and guest). Yet in teaching, in this as in most other domestic studies, more is accomplished by example than by precept. Most certainly Emily Post should be a well-thumbed book when manners and social usages begin to crystallize in the early years.

The same early beginning goes for the big sister of manners, courtesy. As the economic status of many persons in the so-called "serving classes" has risen and they feel more surely established in their own right, their courtesy, helpful-

ness, and consideration to others seems to have declined. It is as though those who served had resented their positions, considered them servile, and are now striving to restore their lost status of equality, the lost balance between their egoistic and social selves.

In a residence hotel recently a guest was sitting in the lounge listening to the late news reports which were coming in over the television. The desk clerk, whose business it was to turn off the set at eleven o'clock, came into the lounge and without so much as a "Sorry," snapped off the current and left the room. One would not expect servility complexes to flourish in democratic America, but they will tend to disappear as balance between work and play is restored and when, with the increasing hours of leisure and recreation, inequalities vanish.

Meanwhile the schools have their own services to perform in helping children and their families become aware of the requirements of social living of which courtesy, manners, and a number of other social attributes are to be acquired in the offerings of family life education in the public schools.

#### THE SEXUAL IMPULSE

The third of the big triumvirate, the sexual drive, has given mankind its most treasured possessions, yielded him his highest satisfactions. On the procreative side, it has allowed him to perpetuate himself in his children, and on the creative side it has achieved the heights of the arts and the sciences, paintings, bridges, cathedrals. Who could think of these symbols of life and eternity being conceived by a person who himself had neither the potential nor the possession of life and eternity within himself! These must be the concepts of any teacher who starts out on the inspiring task of conserving the sexual forces in her students that they may come into balance with other constructive forces long since perfected through civilization and education.

Because the sexual endowments have been neglected or abandoned by the teachings of the past, they need the special care that home and school can give them today. For this reason we have worked out a more detailed chart for the recognition and nurture of the sex impulse than we have for the egoistic and social, already well taken care of in the school curriculum.

Although from four to six years pass in a child's life before he comes under a teacher's care and direction, many of the characteristics of infancy are still present and need to be understood, not as "bad habits" to be broken (a harsh phrase!) but as interests to be allowed to push forward into more suitable expression. When left-over habits are brought to school—thumb sucking, masturbation, too-ready crying, or other conduct difficulties—a glance into his health, his home life, his daily routine outside of school often illumines the situation.

Forbidding or punishing these expressions of inner tensions would be totally to misunderstand child nature, even if severe to retard its growth and develop-



ment. Skill and patience, as well as a good command of the "know-how," must be a part of every teacher's equipment if she is to steer pupils successfully through these first social contacts with others.

On the biologic side these are also the questioning years if the interests have not been satisfied earlier in the pre-school period. The questions may arise spontaneously or in response to other children, "I'm going to have a new baby sister or brother pretty soon," or in connection with the care and breeding of pets, or very frequently as part of family-life play—playing house, getting married, and the rest. The most frequent questions are the basic ones touching upon:

1. Pregnancy—"Where did I come from, Mother?" or in the case of an older child, "Where do babies come from?";
2. Birth—"How does the baby get out?";
3. Fertilization—"How does the baby get started in the first place?";
4. Mating—"How does the father give the father cell to the mother?".

Although these questions are classified as questions of biological interest, they are not merely questions "on the physical side," but require, in their answers, interpretations which recognize their deep significance in the minds and hearts of young children.

Most of us adults have brought to the biological aspects of sex teaching our own traditional concepts of "the spirit and the flesh," as opposing forces within us which, it seems to us, are false to the spirit of childhood and false to the creator of the most superb of mechanisms, both structurally and aesthetically, the human body. Those of us who are teaching biology to students as it relates to human reproduction must ourselves feel and reflect the greatness, the divinity, and the eternity of life, all so essentially in keeping with the minds of students who think in terms of the continuity of life, with neither beginning nor end. To continue to think or speak in terms of only "the facts of biology" or "only the physical side" is to confess to our own limitations in the spiritual interpretation and concept of the science of life.

We speak of "teaching attitudes and ideals," we say attitudes and ideals are "caught and not taught." In the matter of sex education we should like to remind ourselves of a biblical quotation, "Except as ye become little children, ye shall not enter. . . ." In sex education, that is, if there are any attitudes to be caught, we adults are the ones who need to catch them, from the children whom we teach—not they from us.

#### THE PRE-ADOLESCENT

The next level of the developing pattern of the love impulse usually emerges along the years just before the turn into the teens. It is known as the pre-adolescent level in relation to sexual development, sometimes as the latency period in respect to the association of boys and girls, or as the homosexual in

relation to attractions and associations within each sex. This is the down-to-earth, try-everything-once period. What you don't know, find out! Biologically, the instruction is far in advance of the simple explanations satisfying to the earlier years. This is the time for maps and charts, moving pictures, slides, television, mannikens. At this age the instructor is on trial; he must be entirely objective, neither man nor woman, and in complete control of the situation and of the facts.

This is the period not only of detailed instructions in the fundamentals of human biology, but this is also the period for instruction in the essentials involved in the maturation of boys and girls, the processes of their development, sex structure and functioning in regard to themselves and each other, and also in regard to their attachments. Those who speak of the latency period in these pre-adolescent years are failing to recognize the extremely active, far from latent interests which are demonstrated in all kinds of psychological warfare—in heckling, in hectoring, teasing, bullying, characteristic of both boys and girls. Yet in most children affection is also strongly present in the case of a special girl or a special boy who is adored and seems to be acting as a missing link between childhood loves and the loves of maturity.

Teachers perhaps more than any other persons associated with pre-adolescent children have had an introduction into their vulgarity interests. This age would be strangely barren without their colorful songs, jingles, stories, riddles, the sometimes sordid, usually vulgar, funny, and to them always satisfying repertory of unsavory themes, which for the greater part has been badly mishandled.

Among the most alarming of pre-adolescent activities to parents and teachers sex play ranks first, but it is usually not so alarming as it sounds. In most instances the play is play, with little or no personal feeling involved even with older children. With them whatever guilt is experienced seems to come from a realization of social disapproval rather than from a moral sense. For a fuller understanding of the psychology and guidance of these classic trends, may we mention the *Normal Sex Interests of Children*<sup>1</sup> and a companion book, *New Patterns in Sex Teaching*.

#### THE JUNIOR HIGH-SCHOOL PERIOD

Arrival in junior high school brings about the big break between the younger and the older child. It is the transition period, yet its interests overlap. The great event is sexual maturation. Those who did not mature in the elementary grades joyfully catch up with their envied classmates; they need counsel—from the girls: "May I wear a brassiere now?" "When can I use lipstick?"; from the boys: "Why are girls always telephoning me?" "Why can't girls leave you alone?" These signs of the times give due notice to other accompanying trends

<sup>1</sup> The two books are available at \$2.75 per copy from Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1, New York.

—the redirecting of touch activities, hand-holdings, rough-housing, pulling each other around, yet less rough as time goes on and more tender.

Increase is the need too for much help to allay frequent worries that arise as physical growth changes take place, for the laws of individual differences are as marked in the field of biological development as they are in any other field. The restless activity of a young adolescent is like the restlessness of the toddler. He has the business on hand of exercising new muscles, gaining new stature. He leaps and runs, swims and dances, bowls, lapses into moments of quiet and isolation, only to start up again.

Jobs and the earning of money climax the list of junior high-school interests. As in every other phase of his development, the economic phase runs high and calls for new insight into the adolescent mind. "Isn't there work enough for him to do around here—why does he have to go down town?" asks father. Because mothers are mothers and fathers are fathers, teachers who care and are yet objective in their point of view and who know the answers can be of greatest help in ironing out difficulties in this so difficult age.

#### THE SENIOR HIGH-SCHOOL PERIOD

Because the senior high-school student knows what he wants to know and what he is going to do with the knowledge, his program in family life is comparatively simple. There is not the need for skillful analysis required as there is in the early grades when the activities of little children call for both interpretation and implementation. We have to know, that is, what they want and then see that they get it. There is also in the senior high-school student's instruction no great range of technical knowledge required as there is in the pre-adolescent and early adolescent or puberty years when body structure and function are consuming interests and each new fact must be diagrammed and illustrated.

The senior student has long since disposed of himself as a member of the human race which is born, grows up, matures, and propagates its kind. The senior student is concerned with himself as an individual; he is interested in how he feels, how he loves, how he makes love, what is the best time to marry, how do you know its love, why can't he settle on one girl, and is love enough? These are the psychological questions, and the instructor of these young questioners must know of what she speaks. She may not guess; yet the sort of facts which she could call upon in her teaching of the younger teenager will not help her here.

Aside from their psychological interests, the eleventh- and twelfth-grade students have also their biological interests. They want to know something about the causes and detection of sterility, of painless and natural childbirth, about planning for a family, the cost of a pediatrician, and the care and nurture of children. For both types of questions a teacher must needs be familiar with

the growing mass of studies and writings made available by the experts and authorities. One may not stumble or be uninformed. To most teachers instruction in family life is most fascinating and rewarding. Those who have undertaken it are usually inspired to give it their best.

The discussion just closed has given some of the flavor, some of the philosophy, some of the "know-how" of the basic program in contrast to the straight topical outline offered in Chapter VI. What is basic in any program is not so much the content of the program, though it must have certain essential elements, such as what takes place in the student. If a student is benefited, if he is left fully satisfied, then the program has done its work. If he is but partially satisfied, then the program falls short of its purpose. To be satisfying to the student and satisfactory to his teacher, a program must fill certain fundamental human needs; only then may it be called a basic program.

Almost as important as a program is the teacher who carries it out. Always she must be objective and impersonal in her subject, understanding and sympathetic toward her students. Her preparation should have fitted her to discard outmoded and traditional beliefs when new knowledge and research with their authoritative findings have replaced the old. Because this new member of the educational family requires flexibility and breadth of vision in its leaders, it calls for young men and women, but not too young, married or looking toward marriage. Yet some of the most successful leaders in the field have been neither young nor married. It is the point of view that counts. Briefly, this type of education must be carried out with feeling, sentiment but not sentimentality, with casualness but not flippancy, with seriousness but not solemnity, even with a touch of humor but never with ribaldry, always with knowledge that is authoritative without being pedantic.

These are distinctions not difficult to enumerate but difficult to put into practice if they do not lie close to second nature; yet they make the difference between good and poor work so far as results are concerned. They also may make the difference between continuance and discontinuance. Many a teacher has done damage to the work merely because of her lack of acceptable technique.

One of the essentials in maintaining the support of both young people and their parents is the dignity and fitness of one's speech, the phrasing and the choice of words. One may say anything one wishes to say if he knows how to say it. Technical and academic terms, unless defined, are stumbling blocks to clarity of meaning and, moreover, are no index to a speaker's actual command of a subject. Popular and colloquial terms, on the contrary, are frequently startling and sometimes misleading. Between the two extremes, technical and colloquial, there is usually some acceptable midway term to be found. The word "coitus," for example, would puzzle the average person in a class or audience. "Intercourse" would startle him. "Union of the sexes" or, when speaking to little children, "mating" arouses no resistance and is accepted without embar-

rassment. Incidentally, may we observe here that it is the newcomer who is often too bold in his speech, and the veteran who is conservative.

In general, new words and phrases are better than those time-worn terms loaded with connotations built up through the years, such as "sex," "dirty," "gutter-talk." Such terms belong to another era when reference to any sexual theme was "obscene," when all girls were classified as "good" and "virtuous," or "bad" and "fallen." The very use of such terms today puts one in a class of Anthony Comstock and his Purity Laws, which have kept legitimate sex education material from passing through the United States mails. The use, for example, of the word "sex" as a synonym for sexual union is another of the colloquial and widespread terms, harmful to the dignity of the subject. "My little daughter knows about babies, but she doesn't know about "sex." And as a final protest, we should like to mention that threadbare and discouraging word "problem," when not connected in any way with puzzlement! "Senior Problems!" Why must graduating from high school or becoming a bride at the same time, or going to college, or taking a new job always be presented as a "problem"?

## Chapter 8

# PROGRAM PLANNING

ONE hears today a great deal about "Pilot Studies." Nothing could be more fruitful and adaptable to the limitation of a family life and sex education program. It takes care of timorous parents (if there are any) and gives a principal and his faculty opportunity to get themselves squared around in a limited way before branching out in a more extensive all-school program. For like many subjects—reading, music, the sciences—in fact most of them, family life has no boundaries, neither beginnings nor endings except with life itself. The first laboratory of every child is home and he brings some sort of foundation from there to his first school experiences. At graduation, twelve years later, he carries away with him the composite results of both home and school teaching, perhaps into college, perhaps directly into a new home laboratory of his own.

The gradually expanding program from primary grades to graduation offers three strategic points for a pilot study, but no study will stay pilot very long, not if the children are old enough to have anything to say about it. In the past, long before we began to talk in terms of "pilots," "experimental" courses in sex education were made, usually in the junior or senior high schools. Students, parents, teachers, as now, all helped shape and solidify them. From the senior high school, because of the interest, the work was literally pulled downward into the lower grades. From the junior high, it was pulled in both directions untill all grades had a part in the composite whole.

### THE PRIMARY GRADES—INCIDENTAL TEACHING

As a matter of fact, the first grade or the kindergarten, if there is one, is the simplest, as a starting point. The teachers need more props themselves in these lower grades—dolls, cradles, playhouses, pets, cages and the rest—but less in actual technical knowledge of the sciences, though as much in the actual art of presentation as in other subjects.

More important still, at this age, in a teacher's equipment is her understanding of the motivating forces at work in the children's play as it reflects both satisfactions and dissatisfactions within themselves. The work in this first and in all the other primary grades—which one can scarcely dignify by so formal a term as "teaching"—is strictly incidental, catch as catch can, on the children's part as they go about their spontaneous play, say their say, or ask their questions from time to time. Nor does the learning end with the children. This is the time and place when parents and others may come to visit, with the least

inhibiting effect upon the children and always with great gains for the visitors. Even the most traditionally minded who are still inclined to feel that sex education is unsuitable for children are won over when they see how naturally everything concerning family life, including knowledge of the origin of babies—their care, bathing and feeding—falls into its rightful place and with easy acceptance, "and no self-consciousness at all by either boys or girls!"

As for the teachers, no other grade would require less formal preparation, not more than educated fathers and mothers usually know concerning the fundamentals of life's beginnings, a little less than doctors and nurses know, but enough to be sure of the facts and how to put them into words that fit into the children's play and the children's feeling. At this age, an error in biology would be far more pardonable than for example, an error in the interpretation of feeling just expressed by a child in some form—kissing, biting, squeezing, pinching, hugging—or, an error in the handling of an infantile "bad" habit in one of the children, say thumb-sucking or hair pulling.

One great gain comes to a teacher from the personal observation of her children. Casting aside all ready-made beliefs, she looks, listens, takes notes in her mind of everything they say and do—for all will serve as well, even better, than any printed book—but she must absorb her findings and stow them away with a trained and intelligent mind. As a matter of fact, these first grades may well serve as apprentice workshops upon which the whole super structure of a new family life and sex education program may take form and be built. Except as you become as little children, you cannot enter upon sex education, if we may paraphrase.

#### THE ELEMENTARY GRADES—INCIDENTAL AND PLANNED TEACHING

Although the upper elementary grades are not, strictly speaking, strategic from the standpoint of inaugurating a program, they are from the standpoint of the children themselves. For many years, always really, the ages from seven to twelve have been the *No Man's Land* of sex education; yet they are the most active years in self-teaching. Today, a few "facts of life" trickle through to them at both strongholds—home and school—but facts are not "facts" to a boy or girl of this age unless they are supported by tangible evidence—which he himself will set about producing in a rabbit hutch, or a couple of white rats, or what not.

Children in the late elementary grades, not only require a surprising amount of "know how"—bodily mechanics in this family making business—but also a considerable amount of insight into their behavior trends, not usually pursued by their parents and teachers. Generally speaking, they live up to their reputation as "rough necks," but inwardly they are affectionate, tender hearted, and largely misinterpreted in their relation to each other inter-sexwise, girl to boy and boy to girl. Yes, though their middle childhood years are not educationally



strategic, as a pilot study, they must not be overlooked. They hold a great deal for everyone.

#### JUNIOR HIGH SCHOOL—INTEGRATED TEACHING

Nobody, not even the most unprogressive, questions the suitability of a family and sex education program for the seventh-grade pupils who come into junior high school. The look, the sound, the feel of them cry out for everything which this study supplies—their physical growth changes, their sexual maturation, their social heterosexual drives, their self-awareness—their need for education in all these channels of development is pressing hard upon them. The program calls for changes in form, content, and class membership beyond the elementary level.

The incidental teaching of the primary grades has long since become inadequate. Incidental work such as explanations of words, situations or customs, whenever they arise, in whatever subject, are briefly clarified here as before. The word "divorce," for example, so constantly before children (alas, in fact as well as in form) is met in any class in which it arises with appropriate explanation. It is the same sort of incidental teaching that applies to all topics which refuse to be confined to any one occasion, or classroom, or laboratory, or grade.

But incidental teaching alone is not sufficient for the requirements of young teenagers. Strong units of work integrated into other major related subjects are necessary and customary. Sex maturation and growth changes fit into physical education. Social life, dating, parties, and entertainment, into home economics. The boys and girls will point the way and be the assured index of interest.

Boys and girls? Does this mean that family life and sex education are to be offered to both sexes in junior high school and in the same class? "Yes," to the first question. Boys and girls are both in the maturation stage. Boys and girls are soon to be men and women living together in the joint business of family making and building. Both must be made ready for themselves and ready for living together. "No," to the second question, the one concerning mixed classes. Anyone who recalls his own developing years, his self-consciousness and shyness about all sorts of new feelings and bodily changes, cannot possibly be in doubt about segregation of boys and girls at this period of their sex education. In addition, the actual hygiene of the bodily changes has different requirements for each and includes details not entirely acceptable or necessary to each other at this stage of their development. Let no one think that such segregation in this regard, at this age, serves to prolong any old-time false modesty which has made it taboo in the past. We Americans are extremists, tend to swing too far when we swing away from old forms. One of the arguments against sex teaching is that we lose our balance. Yet one of the require-

ments of good sex education is that it shall not lose sight of our reticences and the aesthetics while becoming intelligent about the great fundamentals and essentials.

Moreover, this junior high-school period is the one where true, or sex modesty is developing spontaneously and is one of the protective attributes to cherish, certainly not to break down or throw away. After the first flush of new modesty at puberty, when the physical phases of sexual development are accomplished, self and sex consciousness become less exaggerated and true modesty takes its unobtrusive place. Yet, frequently, no decision concerning segregated or mixed classes need take place. The question solves itself. It was solved when physical education classes, gyms, and lockers separated boys and girls, and when the domestic arts and manual arts followed suit. The divisions were based on natural sex interests and requirements. Family life and sex education merely followed the pattern already established. It stepped into its ready-made place without a jolt or jar.

Next comes a frequent question regarding attendance in these new courses. Shall it be voluntary or acquired? The answer is "both," depending upon the setup. It rarely needs to be required. In the early grades, there are no fixed courses, no special time of teaching. The students learn whatever comes their way, retain what they understand, as they do everywhere. They learn directly from their own seeking. They learn vicariously from others' seeking. It is all grist to the mill. In other days, some religious groups taught their children to "close their ears" to certain subjects, which intuitively they learned to recognize as the forbidden.

Today, confidence is greater in both the ability of students to be their own censors and in the power of education to replace the desirable for the undesirable. Is the answer clear? Trust your child, trust your school and the subject which it teaches. As for the upper-grade students, there is no need for a required attendance if our past experience is any criterion. They love every bit of it and would sacrifice food itself if the classes were scheduled at the lunch hour!

But to ask a pupil to be excused from a sex education series would do damage to him, his ego, his status with his school associates far greater than any attendance at a class on the subject. This, his parents must understand. They must also know that, whatever a child misses under such circumstances, he is likely to make quick efforts to get secondhand from those who gained it firsthand. The only place in the whole school program where attendance or non-attendance could be voluntary without embarrassment to a boy or girl would be in one of the junior or senior high-school years. But by that time, students make their own decisions and parents have long since been won over to the whole program.

## SENIOR HIGH SCHOOL—INDEPENDENT COURSES

In the senior high school, especially in the eleventh and twelfth grades, sex education becomes of age and is ready not only to stand on its own, but also to boast a new name "Preparation for Marriage." In these grades, particularly in non-college communities, many of the graduates are becoming engaged, many are planning to be married, for the boys have their jobs and are ready to make a home for the girl of their choice. What family life preparation they receive will be that found in the last two years of high school. At this point, education becomes not only academic but entirely realistic.

A questionnaire given to each member of the class would be of great help in directing a teacher's preparation for her work which becomes unlimited in scope, touching upon such topics as finances, investments, home building, working wives, family relationship, in-laws, pregnancy—the items stop only when the questions and interests of the students stop them. At this age, young people are very anxious to be well-equipped for the years that lie ahead of them. Needless to say, at this point too, all thought of segregation in the presentation of sex topics has long since been abandoned. High-school students of the upper grades are acclimated to each other, talk with each other freely, seriously, without self-consciousness as they discuss, in groups or individually, the topics of the day's classwork.

In carrying out this very important pre-graduation course, some adjustments in organization would enrich and perhaps simplify the instruction. Because of the diversity of subjects in this marriage preparation and the technical nature of them, the regular teacher usually welcomes re-inforcements from other specialized departments or even occasionally from outside, in the case of medical and legal or other professional fields. When she does there is an increased likelihood of repetition and sometimes of disagreement with what has gone before which may be prepared for in advance by fore-warning the students on the one hand and, on the other, providing the guest speaker with a outline of the topics covered and the extent of the discussions. Duplication and differing points of view are two of the rough spots still to be smoothed out in an all-school program in the hands of many teachers.

A few measures will correct the difficulties as far as they need correcting; a broader knowledge of the subject on each teacher's part, a greater back-log, better organization in observing the grade boundaries of detail in subject matter, and a highly trained experienced co-ordinator. The volume of material in the fields of zoology, biology, genetics, to say nothing of medical developments in the modern practice of obstetrics and gynecology and in hospital care, is available to everyone and readily translatable into everyone's language. The plethora of subject matter available to teachers of prospective young wives and husbands should displace fears of duplication with fears of inability to cover all the

ground, to share the riches, and pack the baskets of their minds with rich fruits.

Sometimes there is a misunderstanding of the system called "integration," the plan which seeks to incorporate into a subject other allied topics which genetically belong to it—as the subject of heredity is allied to reproduction. When subjects, such as English, arithmetic, and geography, are used as a starting point to take off into realms of family life, that is not integration, it is digression—a digression which may or may not be justified. One might define a word or explain a custom such as child marriages in India, if the matter came up, say in a current events class, (India is just now beginning to outlaw this ancient observance), but one would not be justified in entering into a prolonged discussion of marriage laws and legislation in other lands, interesting as that might be. Integration does not mean turning away from the main object of a course to enter a discussion of a subject not relevant to its purpose. Such over-stepping of objectives brings not only duplication but also disorganization of the whole program and boredom to the students. Then, too, there are those who are not above "baiting" a teacher, or side-tracking the main subject of the study, just for the fun of it. Such situations should be relayed to the teacher in charge of the regular program who will see to it that any legitimate interest is satisfied at the proper place.

#### THE CO-ORDINATOR AND TEACHING STAFF

An over-all co-ordinator is the key to a smooth-running family life and sex education program. "What is everybody's business is nobody's business" is never truer than in the execution of a family life program in a graded school. There must be a responsible head, a co-ordinator of activities, who really co-ordinates the over-all program from grade one to grade twelve. She needs to be familiar with the whole curricular mechanism of the school, its subjects and the potentials of them for family life integration, as well as the personal capacities of teachers to handle the integration and she must see to it that those not qualified leave it to those who are. There is nothing more threatening to a new venture of this sort than to permit the over-zealous to step in. Interest and enthusiasm dare not be mistaken for technical training and experience. Standards are not yet defined, but no one who has not had at least one summer session of qualified training in an accredited university or teacher training college should be permitted to teach young people in this field of work.

It goes without saying that the co-ordinator herself (or himself) must needs be a highly trained person in all phases of the work. Hers will be the multiple task of planning and organizing the courses, choosing the departments for the integrated units, selecting the best equipped teachers (which are not always found in the chosen department), and assigning the scope of the work in each grade. This means to establish a unified, interlocking system without danger of overlapping, overreaching, or overteaching from the standpoint of both

subject matter and authorized assignment. It is she, too, who must make sure that no gaps are left in the continuity of the subject as well as no repetitions pile up and a progressive upbuilding takes place from a lower to a higher level of understanding, suited to the natural developing needs of the students. First comes the basic biologic knowledge (the so-called "facts of life"), then the psychic accompaniments provided for—love, jealousy, desire and sensory needs—back again to the biologic, each stage from the standpoint of greater maturity. All this is the task of the co-ordinator in planning her over-all school program.

#### IN SUMMARY

In the first grades, she will see that the pupils receive only the most incidental sort of teaching, each pupil according to his own expressed interests, verbal or otherwise, in work and play. In the elementary grades, she will still keep the teaching informal and casual, but be alert to the new investigative trends of the growing school child. In the upper elementary grades, she does not forget to build a bridge of simple units, projects and excursions to make ready and carry the sixth-grade pupils over into junior high school where a system of true integration is set up and family life topics of a more personal and physiological character find their way into the program. In the first years of the junior high school, big changes occur in the length and strength of the material offered, bringing it up to the status, at times, of a full course of study, even though it is a part of a larger whole. In the senior high school, especially in the last two years, if integrated units are still the form in practice, the courses can well be major in length of time and extent of material offered. At this point many a co-ordinator will wisely decide to substitute the unit plan of integration and set up a pre-marriage study as an independent course in order to admit all upper classmen who would like to schedule for it regardless of the curricular requirements, and to release those who might like to postpone further study in the field until college days.

In many very large schools, a co-ordinator may not be able to do any classroom teaching, but, if the family life and sex education program is to run through at its topnotch best, she should stand at the head of it, not only as a co-ordinator, but also as a teacher—one who not only knows the mechanics of organization and execution, but who is also able to feed the blood stream which makes it what it is and what it should be—a living force in the life of the school.

As for the staff—the teachers who carry on the work—there is an encouraging word of more and better training centers. Most of the outstanding work so far has been done by the departments of home economics, physical education, the biological sciences, psychology, sociology, and allied subjects when they are available. A few years ago, when teachers in the secondary schools were be-

coming alert to the need for sex education and cast about to find adequate courses, few courses were available for either graduate or undergraduate students. Standards were individual, subject matter varied according to the equipment of the instructor, and he leaned heavily toward his special field of interest. Today the opportunities for training in family life and sex education have immeasurably improved. They are still far from adequate to meet the demands, but anyone who is seriously in search of good training can obtain it in a surprising number of places. Almost every college and university offers one or more undergraduate courses. Summer sessions are increasingly being planned to meet the new increasing demand of the schools for trained teachers in family life, sex, and marriage education. Independent training centers and others in association with hospital, schools, and private institutions are scattered over the country. Even one or two municipal and county courts are doing outstanding work in marriage and family life education, notably the Lucas County Family Court Center in Toledo, Ohio. During winter sessions, there are always workshops and institutes for in-service teachers and, to top them all, there are a few colleges which grant degrees. The future is promising for those who are looking for an expanding, stimulating, and truly satisfying life work.

But interest and enthusiasm is not everything, nor is a degree and sound preparation all that is necessary, nor what popularly is called "the right attitude." There must be within each person, who enters the professional field of family life sex education and marriage, a broad down-to-earth humanity and insight into boy and girl, man-and-woman nature in all the related phases, including, but not limited to, the sexual nature and a tolerance for human frailties. It is vision, which we all need, of the great, dynamic role that this new-old subject will play in the education of the future.

## GAINING COMMUNITY SUPPORT

MANY of you who have been following through these chapters of blue-prints for family life and sex education in the schools will be asking (unless you are among those who have already begun), "Just how would you go about doing the spadework? Would you stage a town meeting and let everyone have his say, or would you carry on a house-to-house survey and count votes for approval or disapproval? Or would you call your staff together and work out a plan of going it alone—with, of course, outside assistance, perhaps a few key people, when needed?"

Mass meetings, surveys and vote-counting in a specific educational matter like this are, it seems to me, rather futile gestures. They have their place, we all know, in such issues as bonds and buildings, but an expression of opinion on an academic subject by those, who are, in general, unfamiliar with it and, if anything, are prejudiced against it, is unfair to both the subject and the issue. Oddly enough, something paradoxical usually happens—the human element in us, or the old spirit of moving ahead seeps into the opinions of even the most untutored in those town meetings and ends, in this instance, by family life and sex education winning the vote.

The tragic thing is, given the go-ahead by the community, the children still are often none the richer. The spadework is accomplished, but the building doesn't go up. A finished program is not necessary, but enthusiasm is. A principal must believe in this work as a minister of the gospel believes in his. When he is for it, heart and soul, knowing the benefit it will be to his school, its students, and the community, then he has but to call his staff together, share his convictions with them, ask for their co-operation in setting up a program and be under way.

Co-operation of the teachers is a foregone conclusion. In their summer sessions, at this place and that across the country, teachers have been catching the growing strength and spirit of family life education, and, in their informal outside contacts with young people, they have felt the need for it. Even if a faculty is not one hundred per cent behind a principal at first, he need not hesitate. In the end, they will all stand squarely behind him, not alone from loyalty but from personal conviction. The subject sells itself when it is observed at close range. As for the actual setting up of the program—the organization of it—that is a matter of all-around equipment and personal fitness. These will be the possessions of the few and, in no time at all, these few will find themselves naturally and efficiently taking over as a steering committee to set the ball rolling.



## THE STEERING COMMITTEE

In this instance, the steering committee is a double-purpose one, serving the parents on the one hand and the students on the other. Although town meetings and surveys are rarely needed for purposes of approval or disapproval of curriculum affairs, a community still deserves the confidence of the officials—principal and faculty—and they, on their part, deserve the confidence of the community. When a town has elected its board of education and they, in turn, the school faculty, probation period is over. They have put the children into the hands of trained and competent persons, who, they believe, know more than they on the technical side, at least, of furthering their education. But when a subject is as new and unfamiliar as family life with all its various avenues of learning and yet so very "close to home" in all its many phases, parents must share. Everybody must go to school. All must learn together, each in his separate way.

A strategic first move for the steering committee is to determine the level of a school's parent-conservativeness or -progressiveness. What pace shall we set? How cautious, how direct may we be in our teaching? In this instance, for simplicity's sake, they may divide their community into four groups based on their acceptance of family life education.

*Group One* is composed of those parents who are already strong supporters of a family life program in their schools. Some of the programs are presented in Chapter IV. We only wish we had known more of them to present.

*Group Two* are those fathers and mothers who are carrying out a sex education program informally at home, but who have had, up to the present, no opportunity to co-ordinate it with a school program. These represent a large number of parents.

*Group Three* are those parents who are in favor of sex education, but who have lacked the confidence to undertake it because of insufficient preparation. This, also, is a large group. We wish we could measure it as of today.

*Group Four* is made up of two very small groups—those who do not approve of family life and sex education in the schools but do approve it in the home and those who do not believe in it at all. The two groups fundamentally do not, cannot, greatly differ, in spite of their expressed statements. Parents who have done justice to family life and sex education at home cannot but recognize that it has no confines—neither in subject matter nor in its application to daily life. One cannot confine education wherever it begins for it takes hold and carries forward. Teaching which begins at home carries over into the school, and from there outside into the world beyond, whether one will or no. That is education!

Recognition of these four classes should be helpful in guiding a steering committee in its appraisal of the level of teaching possibilities in a given com-

munity. Although there are various types of citizenry—probably many more than the four just indicated—each requires a custom-made approach to family life education if it is to include sex teaching. How could it do otherwise? As everybody knows, there is a right way and a wrong way to do everything. Much of the misadventure in the past has not come from the introduction of this study into the schools but from methods of approach to the community and methods of conducting it after it had once crossed the threshold.

A basic pattern, worked out from several others which have served in the past, may be adapted to any community according to local requirements just as the teaching program may. Group One, Two, and Three will require a simpler, a more quickly moving pattern of approach than Group Four which must be "spoon fed" from the start. It goes without saying, no community is solidly conservative or solidly anything. There are predominating levels of educational flexibility; they govern the status of the whole.

Because Group Four requires more detailed and careful planning than the others, may we start with suggestions for a specially designed pattern for the winning over of conservative communities? They are to be found, we must remember, among the educated as well as among the less well-educated citizens. Usually there is a social situation which has a long-standing background of tradition. Perhaps it is that of the Old South with its cherished ideal of a shielded and protected womanhood which has no need to be burdened with the varities of life. Perhaps it is an Oriental or European point of view brought over to this country through immigration or brought up from Mexico and other bordering states. And, of course, there are the many religious faiths with their own special background of beliefs.

It would be easy to say in one of these situations, "Let's wait, they are not ready yet," but, when we say that, we are forgetting something. We are forgetting that abandonment of a project never wins friends for it, and that, in America, education is a cherished goal for both the naturalized and for the native-born citizen. As Americans, we are conditioned to change to new ways and new ideas. We bind ourselves together in mass fellowships, in clubs and societies to carry each other along in pursuit of the common good. Unifying a community, carrying its people forward are doing for education what the church does for religion. If the school and the church work hard enough, they will soon find their unbelievers on their side, not only on their side, but actively bringing others along with them.

Whatever the character of the community, whether conservative or progressive, the plans for its introduction into family life and sex education should call for moderation in both extent and publicity. Talk, gossip, and hearsay breed partisanship and dissention. On the other hand, an effort at secrecy is likely to be interpreted as an attempt to "put something over." The best possible means of avoiding any adverse criticism is to enlist the interest and

support of the parent-teacher organization which long since has pledged its support to sex education and, it goes without saying, to family life education as a whole. A conference with the president and program chairman of the local group would be the wisest first move beyond the meeting of the faculty within the school itself.

#### OPEN MEETING

An early and successful service which the parent-teacher organization can render to this special new branch of education in its beginnings is the arranging of an open meeting for the purpose of acquainting the lay public with the standards and purposes of family life and sex education. The occasion is a critical one, as we all well know, and will require a speaker who is familiar not only with the local parents and children but also with the value a family life program would be to all of them. In the prospective planning for an open meeting, the question arises in committee: "Who among us or who in town is qualified to speak at this meeting? Who knows the over-all local situation?" The town ministers, the doctors, the lawyers are the professionals whose first-hand knowledge allows them to speak realistically of the need of young people today for the stabilizing effect of authoritative sex and family life teaching. They are the three who successively unite our boys and girls in marriage, bring their babies into the world and also, alas, serve them in divorce. They are the three, too, who can help them reconsider a too hasty or runaway marriage, postpone their babies until home conditions are favorable for their well-being, and send them back to try again when separation threatens. These men do not need to know details and technique of a family life and sex education program, but they must know the role it plays in preparing young people for these critical events in their lives and saving them, in many instances, from unnecessary tragedies. Properly presented, such an evening should have called forth warm expressions of appreciation from these townspeople and many requests for "more along the same line" or "couldn't we have them again?"

#### FOLLOW-UP STUDY GROUPS

The sparks generated by the open meeting must not be allowed to drift away and die for lack of opportunity to light and catch fire. Announcement of a study group sponsored by the school and the PTA should follow quickly with a skillful and trained leader ready to crystallize the interest into an organized family life and sex education parent-study group. No matter how few register, the group should start, for it will grow like the green bay tree—if these parents get what they want. There is a saying, that study groups "do not stand up," are always smaller at the close of a series than at the beginning, but not if, as in most instances, the parents are hungry for the material offered and are filled. Most hungry of all are the conservative parents who did not know

whereof they hungered. As in the case of the open meeting when the parents wished for more, the members of the parents' study class will not be long in asking, "Why can't our children be having something like this?" "My daughter graduates this spring and is to be married soon after." "My little Tommy has just begun to ask questions." "My daughter is going on her first date this week-end." So the interest and acceptance grows as a new image takes the place of an old one.

All communities do not need the preliminary of a study group when family life and sex education is introduced into the schools, but most of them do—even those who are already "sold" on the plan. Sex education, especially, changes its spots so rapidly that refresher courses are necessary to keep abreast, and, besides, the study is so new that few teachers make the same approach or cover the same ground.

#### A FAMILY LIFE AND SEX EDUCATION COUNCIL

As the parent groups continue, year after year (as we hope they will, to provide adequate orientation in the family life and sex education program), they may come to form the fountainhead of a most valued service. From their membership they may contribute one or more parents who, with one or two representatives of the faculty and the PTA, may make up a kind of buffer committee or liaison body between home and school. Such a committee has had a long and honorable precedent in the social hygiene field and has done much to further the adoption of sex education in the school, and is still in the foremost ranks of its advocates.

The function of the council would be not so much the usual co-ordination of independent groups as it would be a sort of good-will and assistance league with a variety of activities for the purpose of fostering the family life program, especially the phase of it most likely, in a conservative community, to need fostering. Council members would not, of course, attempt to answer technical questions touching upon the subject matter, but they would seek to smooth out rough places, drifting criticism, comments, and "gripes" of the students—"Why don't they get married women to teach a marriage course?"—and pass along to the faculty committee anything of consequence. *From a parent*, "I think only the seniors should have a marriage course." *From a student*, "Some of us think there should be an opportunity to visit maternity hospitals and to have a talk by a 'baby doctor' "—or—"We think this whole program begins too late. It should begin earlier."

All of this, of course, is passed on and then left to the school to act upon as it usually does in adequate manner. This family life and sex education council is truly a lifesaver in a conservative community where the program in the schools is just getting under way and all eyes are upon it. It is to this situation what a "trouble shooter" is to big business. It is not that one expects

serious trouble, but rather that many little difficulties can be avoided by this helpful committee if the members are trained and well chosen.

#### A WORKING LIBRARY

One of the chief trouble spots in the past has involved the use of sex education books. Opponents of the study will use the tangible "evidence" of a printed page to pursue a disapproved point that mere heresay would let pass. The backbone of any school study is its professional library. In this instance a nucleus has already been started by the parents' group. What is more natural than that of having its big sister, the school council, take over, enlarge it, and equip it to meet the student needs and act as the official librarians? In case of criticism, the council could speak from personal knowledge of the books, but, in most instances, there would be no criticism, and, in most communities, the sex education library could be under the direct control of the school or the departments sponsoring the program. Whether the books are permitted to circulate outside the school in the fashion of most or whether they are confined to reference shelves depends largely upon the temper of the community.

During the last few years, as we all know, educational books on various subjects, especially on sex education, have been under fire, rarely by local citizens and parents, but by newcomers who are unknown and often have no child in the school or any legitimate association with a school. These trouble-makers are the rightful objects of investigation by the family life council who should protect both school and parents from them by the effective method of emphatic inattention and rebuff.

But it is difficult to ignore spurious attacks upon your school's educational methods and progress and not talk back. Better than rebuttal, however well directed, would be an exhaustive and inflexible number of credential requirements. At the approach of any person, whether he claims to be friend or foe, the family life council can set into action its well-oiled machinery and ask for his passport! Until his credentials have been submitted in writing, checked and verified, no stranger should receive permission to speak to any student audience in any school auditorium. I should like to say in any civic auditorium as well.

Unfortunately, some of those who do not have credentials from authoritative sources are able to find private homes or small halls through local and known individuals whom they have impressed with their "message." In every community, as we all know, there are a certain few persons who, without convictions of their own on any subject, become quick converts to the latest speaker. No matter how poorly and falsely supported are the claims offered, they are accepted without challenge because their listeners have no means of refuting them. Other indiscriminating persons who have increased the number of objectors to family life and sex education in a community are swayed by no oratory. They are interested only in being in the vanguard of *something*, they will work for or

against any issue which sounds off loudly enough to make the headlines and carry them along with it. These two and others like them are not to be reckoned as serious opponents in any estimate that a school may make of its community backing. But they must be known for what they are, in order to be evaluated correctly and their influence given as little opportunity as possible to make itself felt. As for the disposition of the outsiders—the school progress disruptors—the form of opposition they most dislike is to be termed "spurious," or "fake," and to feel themselves "seen through" rather than as inspired and dedicated reformers who are unjustly denied an adequate place to speak.

There is another group of persons who come into the picture as friends, not foes, of family life education. They may be strangers or they may be fellow-citizens, but they are not spurious. They are sincere and forthright in their interest and must never be confused with habitual social disruptors. Yet, many of them are not ready professionally to be presented to a school assembly or even to a classroom of students. Not all the setbacks we have suffered in the past have been due to outside detractors, nor to lack of local support but to misguided, well-intentioned speakers—the "hit-or-miss" sort who are always seeking audiences. There was, I recall, a very quiet and persistent little person who had obtained permission to speak to first-grade pupils on the vicious effects of alcohol and smoking. She thought any sex education program which omitted them fell short of the mark. In those earlier days when sex education had begun to make strong appeal to student audiences, one had to be alert to sly "salesmen" who would gain permission to address them, give lip service for one or two moments to boy or girl relations, for example, and then slide off into some "commercial" like the radio announcers today.

One of the many services of the family life council could well be the checking not only of a speaker's credentials from the standpoint of his allegiance to sex education, but also of his efficiency rating. How well is this person versed in his subject, how authoritative is his point of view? How experienced is he in addressing a school audience so far as limitations and boundaries are concerned, also so far as age level and subject matter are concerned—not too young, not too mature?

#### GUEST VERSUS FACULTY INSTRUCTORS

This brings us to the subject of advantages and disadvantages of "outside" and "inside" speakers, of those who are special guest lecturers and those who are members of the regular school faculty. The question has been fairly well settled in favor of a leader who is one of the local faculty, or who has been secured to become one for this special assignment of director or co-ordinator of family life and sex education in a special locality. There are a few schools, more than a few, probably, who still must rely upon imported talent to supply this special need for their students over a longer or shorter period. If the

guest instructor is specially well trained, his lack of faculty standing may be more than compensated for. In fact, if the same person returned year after year, he might become as closely identified with the students as faculty itself. He might even surpass faculty; for, unlike most teachers, he often has charge of many grades and falls heir to the same students year after year with increasing bonds of understanding and attachment.

Today, as the era of the special guest lecturer declines, his place is filled by an over-all co-ordinator and subject teacher in the grades. Quite frequently a real lack is felt in specific preparation on the part of the teachers who look anxiously about for available training centers. Though the catalogues of colleges and universities today are increasingly supplying isolated courses in related and appropriate subjects, few of them carry a battery of courses leading to an advanced degree. But, as the growing interest in family life and sex education makes itself felt throughout the country and is carried direct to the training centers, fuller and more co-ordinated courses will be offered. Several colleges are already offering advanced degrees. One or two of them are even sponsoring world student tours in behalf of a wider international family outlook. As students' demands increase for family life training, standards will also increase and opportunities will multiply for teacher services in this field. For in no time at all, family life and sex education will be prepared for, accepted, and established in its own right along with other recognized subjects, and, when that day arrives, there will be no more need for a special community approach than for any other home associated subject. It will stand on its own.



## GUIDANCE AND COUNSELING

TO SCHOOL people, guidance has long been a familiar word, closely associated at first with aptitude for vocations and occupations. But like all departments of education, guidance developed unexpected depths, in this case, depths of human motives and interests lying back of abilities which not only broadened the guidance field but also added a big brother—individual counseling.

Guidance, from its definition, is a kind of over-all system of personal direction or management, or a pointing of the way. In a class or home room at school, it could be with or without the awareness of the pupils involved. A teachers is "guiding" when she finds a companion or Big Sister for a shy little newcomer, or teams up two boys, one to offset the other in a competitive game, or plays up the musical talents of a pupil who is less capable in some of the academic subjects.

All of these bits of management and others—for opportunities are legion—would come under the term of guidance, which has earned a place for itself in every teacher's equipment and is considered almost, if not quite, as important as her knowledge of her special subject. Fortunately, success in guidance is due as much to personality traits and intuitive feelings for social and individual situations as it is to any standardized training, which of course would be valuable, too.

Counseling, on the other hand, is a highly technical profession based on the principles of mental hygiene and bordering on the psychiatric field. In school counseling, a teacher and student sit down together to talk over a troublesome situation of greater or less urgency. It can be the threat of a failure to be graduated, the choice of one of two permanent jobs, the need to borrow money to be graduated, the need for a teenager to face about before the police close in, or the need for a girl to rid herself of a boy who is bothering her.

A school counselor is a jack-of-all-trades. She knows not only education and school organization but she also knows law, medicine, banking, industry, the military—something of every department of our democratic community life. What does she not know! She must also know—that is, recognize and pass on to others, who are equipped, those situations whose specialty is required—the doctor, lawyer, merchant, chief.

The benefit of counseling to a student comes first from the release of inner tensions which have been building up, and also from the clarifying of a situa-

tion through impartial and objective comments and questions and the search together for some constructive solution which will not only lighten the pressure but also open the way to a permanent disposition of the difficulty.

No one, who has observed the work of counseling and has had some introduction into the critical situations which can and do arise such as the refusal of a child to return home, can question the need for a program of family life and sex education as an integral part of every school curriculum, as well as a guidance and counseling center to round out and supplement the teaching. The workability of guidance and counseling is made possible by the new co-operative-ness growing between home and school; yes, and a new personality and approachability among teachers. Older teachers are allowing themselves to become more maternal (or paternal, as the case may be), more lovable and (dare I say it?) more indulgent, mother-fashion. Similarly, the younger women are not afraid of an easy camaraderie. Men teachers, too, are extending man-to-man companionship to the boys, who in turn honor them with worshipful admiration. It is all progress in the right direction, all the result of a renewed appraisal of education and school days which realizes that long after lessons are forgotten the individual, the boy and girl, the man and woman, remain.

As for the parents, they are becoming more objective, less possessive, and more open to helpful suggestions which come from their children's teachers. I am reminded of one of my favorite stories of a youngster who belonged to the days when subjects, not pupils, were the focus of interest in the schools and regimentation was the law of the classroom. Asked by someone how he liked his new teacher, he said, "Don't call her a teacher. She's a mother!"

The ideal teacher today is a mother in the true sense of the word. She gives of herself. She watches over her children. She understands their moods and tenses and adjusts her requirements of them. All of which makes for a setting of ease, confidence, and friendliness favorable to effort. This, it seems to me, is the sort of oneness, or bond, which should exist between a teacher and her pupils, a bond which cannot but promote spontaneous and sympathetic guidance, satisfying to both the minds and the hearts of her pupils.

#### GUIDANCE IN SEX EDUCATION

Because of the very nature of the subject and its assignment to teachers whose specialty it is, sex guidance becomes an essential part of their preparation and their routine. To them come the follow-up of each day's class discussion—points not clearly understood, hear-say terms a student questions as being correct, allied subjects read in some magazine, a few topics felt to be not suitable to bring into open class discussion or into a "mix. i" group. All of these lie within the province and the foundation training of every teacher who is conducting units or classes in sex education.

Unlike the guidance which accompanies the teaching of, say, history or language or the arts, there are overtones and undercurrents in sex education which require a special aptitude and grace, a special tactfulness and tolerance in the clearing away of traditional concepts, fears, inhibitions, and false beliefs. How many are the expressions of gratitude on the part of older girls and boys who linger after class to say, "You don't know how much better I feel now"; or as one tormented young fellow said, "I'm made over! I like myself now, and I won't be afraid of girls any more."

Such expressions of relief and gratitude could not occur if the teacher who conducts the sex education classes, both in her guidance and teaching, were not herself free from traditional fears and inhibitions. Before entering upon her work, hers must be a soul-searching, a facing of her own sex-self. What have I to bring to this relationship with boys and girls? Am I resentful and full of sex hostilities? Am I a woman's woman only? What is my code of conduct? Will I be sentimental, moralistic, puritanical or forthright, decent, and responsible, without false overtones? These questions, this personal appraisal should have taken place at the training center of every man or woman who is preparing to teach and guide young people in family life and sex education. Whether she takes a loyalty oath or not in this subject, every teacher is honor bound to maintain allegiance to the moral code of the community in which she teaches and to abide by the standards held by the authorities in her field of work.

Yet traditions are not so readily laid aside, and the self-searching may not have brought the answers in their full completeness until the work with the children has already begun, and a teacher has put herself to the test. What is more, they may not have come until the role of teacher and pupil has been reversed and the teacher has learned from her pupils, not the facts (of reproduction) but the feelings, those direct, guiltless feelings of young children, which they so guilelessly pass on to us and we gradually make our own.

Yet there are outer as well as inner discouragements and ultimate victories. Long ago, when under pressure to start a sex education program in his school, a principal said, in self-defense, "It won't do any good; it will take two generations of teachers before they can handle this subject with ease—before, that is, they can become as nonchalant as the youngsters they are teaching." You felt inclined to agree. But one generation only has passed since this unhopeful young principal made his prediction—and look at our schools with their sex education classes, and look at the teachers! We only wish we could introduce him today to all those who are either successfully conducting courses in this field or spontaneously fitting themselves to attempt it unofficially and informally because they have gained a vision and want to make it a reality.

The younger generation of teachers today who have been taking the very popular college marriage courses have few if any traditional fears to overcome.

Others who have been flexible enough to break away from the older school of regimentation in general have also been able to adjust to the new concepts of sex education. One caution is always pertinent to the newcomer. The convert in any field is the enthusiast. He is likely to go too far and to swing into liberalism. In a school system, introducing sex education, he can easily threaten the whole project unless given the guiding hand of a conservative or established counselor.

#### FIRST PRINCIPLES OF SEX GUIDANCE

For sex guidance to be effective and satisfying from the standpoint of both the individual child and his parents, the environment from which he comes must be borne in mind—the shoe must fit the foot and the shoe must be appropriate and in keeping. A teacher could not, for example, in some localities allow a pupil to "borrow" a sex education book to take home to show to Mother, as nice a little gesture as that would be. Many mothers would accept the book and be pleased, but others would be worried, even incensed, that a "sex book" should be carried publicly by her child. "What would people think!"

Instead, Mother should be invited to school, allowed to see how the book is used in the group with the children and be allowed to borrow it herself if she wishes. It is the unknown, the hearsay that causes trouble.

One of the most frequent errors in both home and school guidance is the misinterpretation of everyday forms of misconduct. Much apparent sex misbehavior, especially in the later elementary years and early teens, springs from causes far removed from any sex motive—a child who feels he has not much to offer will try to use sex sophistication to gather others around him as a different boy might use a spinning top. A boy who feels sex knowledge has been kept from him and reduced him to a sissy tries to prove he is a tough by tormenting girls. A plain, unattractive girl who has never had a date starts in desperation to obtain some for herself by being aggressive like the "heavy neckers" who, as every one knows, are only trying to be heavy daters.

The guidance teacher should not have difficulty in getting back of these outward patterns of conduct to the motivating causes of them. Remembering the three major drives—all so active in the developing years (egoistic, social, sexual)—discussed in an earlier chapter, a teacher should not find her task too difficult to bring about the desired balance among the three which good conduct requires. The show-off boys need to be able to win greater social acceptance; the aggressive girl, to be made attractive enough to command voluntary admiration and social dates; the sissified, over-protected boy must be allowed more legitimate sex instruction and be able to meet other boys of his age on their own level, and so on. These assignments which sex education work brings with it are not always easy to carry out. Parents and others involved do not always see eye-to-

eye with the teacher, lacking knowledge of those basic principles of development which are her unfailing guides.

Because many teachers themselves in many schools have had little opportunity to learn of the newer concepts and teachings in sex education, a staff study group for every one would be of great value and interest—led by the top authority, the over-all sex education co-ordinator. Even the school physician and nurse could well attend a class which would extend their medical knowledge over into the realm of guidance. Tell me, what doctor or nurse would know how to handle sex misconduct—say an epidemic of nude drawings or love-making in school corridors? Not until he possessed more knowledge than he learned in medical school!

For these professionals in a school—all, in fact who are interested in the matter of sex guidance and counseling, I should like to refer to the many authoritative books now available, and especially the book, *The Normal Sex Interests of Children*,<sup>1</sup> which is an introduction and interpretation of the most usual of children's everyday sex-inspired but legitimate activities. Some have called it "the little Kinsey book," chiefly because it has opened the eyes of its readers to a new interpretation of the old and familiar in child conduct.

Fortunately, the general guidance and sex education programs in a school are so closely identified that they can be staffed by the same personnel with but little specialized training on the sex side. There is also a comforting word for all those who are considering participating in a family life and sex education program. One need not attempt to master all the material that is offered, nor read all the books available. In every branch of study there is much skim milk which passes for cream, much cream which is too rich for a laymen's consumption. It is better to choose a few standard and basic books and make them your own than to read riotously and retain little. The most enlightening of all aids to sex education and guidance is, as one would surely know, observation of pupils themselves. They do not leave any one long in doubt.

May we summarize briefly our discussion on who does what and why in the art of guidance and counseling? In working out an all-school program, three levels of participation carry the load, in addition to the principal himself:—starting at the bottom, the class or room teacher, next the special or "unit" teacher, and third, the co-ordinator at the top. These three levels correspond pretty closely with the three types of teaching—incidental, integrated, and independent courses.

The classroom teacher is rarely called upon to do more than clarify or enrich her subject with sex allusions as occasion demands, which may be in history or English or any of the liberal arts. The bulk of the work, both teaching and guidance, falls to those men and women who are integrating units of

<sup>1</sup> Available from Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1, New York (1949. 217 pp. \$2.75).

sex education and family life into an allied subject—biology, sociology, psychology, homemaking. The co-ordinator carries the near-adult, independent courses of the upper-classmen and graduates. The co-ordinator is top level. She is more administrator than counselor, more counselor than teacher, but she is all three. A highly trained person, she is responsible for the workability of the entire school program, both school-wise and community-wise. Hers is the task of selecting the unit teachers and helping them plan their courses. In guidance and counseling she is the court of last appeal. She is also the court of first resort when a serious situation—an eloping couple or a pregnant girl—is to be expertly dealt with, for any mismanagement of these situations can be the means of losing ground in the community or, what is worse, losing the young people themselves. She is the one, too, from whom a room teacher may seek help in a long-standing situation which might be entirely hopeless unless definite and skilled assistance is found.

#### INDIVIDUAL COUNSELING

Most of the counseling which comes to the private office of the co-ordinator (and it should be private, with in-comers and out-goers charted by separate routes through doors) is usually a one-man or a one-woman affair. Occasionally, several students concerned with some temporary or local situation of interest to all of them will ask for a conference together. Very often engaged couples or steadies will come together when there is no conflict and the objective of both is the same. But when things go dead wrong, that is the time a person, young or old, man or woman, wants to tell his story with no restraint but his own, wants to unburden to an understanding, unbiased person and get relief.

There are many techniques followed in counseling, depending upon the personality of the client and also upon the counselor's intuitive judgment of what will be most successful with him. Techniques must give way to personalities, and give way to the demands of the moment. A girl in tears is treated very differently from a boy in a rage.

In many agencies and institutions the counseling is preceded by considerable paper work, such as the filling out of a personal data sheet, and often an accompanying personality test or questionnaire. In a school the paper work has been accomplished and it seems to me should stay accomplished. By this is meant that no records should be brought forward at the time of the counseling session. Records savor of report cards and report cards are often prejudicial and bring up past difficulties. As valuable as the cumulative record is to a school in gaining a profile of a student, it may be damaging and sometimes is inaccurate—a discovery which the medical profession has long since acted upon.

Closely allied to the cumulative record whose presence may be disturbing to a student is the very frequent habit of note-taking as an interview proceeds. Paper and pencil act as a barrier between the two who are seeking to meet on very intimate and personal grounds. They make a barrier in the same way

a public speaker's sheaf of papers come between him and his audience—even more so, for the thought arises in the mind of the student, "What is he saying about *me*?"

Note-taking or no note-taking (at the time), school counseling or counseling at large—there are a few essentials which may not be lost sight of. One experienced counselor follows roughly a six-point routine.

1. At the opening of the interview, for a few minutes, he carries the ball of conversation to give the student time to collect himself and, if they are strangers, an opportunity to gain some first impression of the sort of person he is consulting—rigid, brusque, friendly, critical, conservative. One might say the purpose was to make first attempts at establishing rapport.

2. The second step is a comment or direct question which is meant to bring the purpose of the interview into the open. "Now what can I do for you?"

3. After listening to the recital without interruption, in most cases, unless the student interrupts himself, the counselor should feel that he has, even in just listening, established enough confidence to be entrusted with full details. Yet, if loopholes are present, they need not cause anxiety or give rise to probing, for they are likely to come up voluntarily in the next interview.

4. Every student likes to take away something when he leaves even the first session. It is an unresourceful counselor who is not able to give a student one or two new ideas suggested by his story, some new light on the subject. "I hadn't thought of that before." "Think it over," you say. "It may clear up a few things."

5. At the door, the counselor gives the student an appraising look as well as a friendly word. He should be standing straighter, speaking more easily as he says, holding out his hand, "I feel better now." But, if he doesn't, then the counselor has some self-appraisal to make.

6. The counselor's work begins after the student has gone. Then for the next day or two, he puts the pieces of his puzzle together and tests out possible solutions in his mind. But he comes to no decisions, partly because the man or woman who returns is going to be a different person, partly because interviews with counselors have their after-effects, and partly because the students make their own decisions when all is said and done. Strangely enough, when confidence between student and teacher, student and counselor has been strong enough and the period of working together long enough, both find themselves arriving, spontaneously, at the same solution, and that solution is usually right.

The guidance and counseling service is the heart of the school. We have but touched the surface of this new expanding profession with its foundation in the principles of mental hygiene, little sister to psychiatry. Counseling and guidance are first aid. They are the Red Cross of psychiatry which is ready with quick preventive skill and "know-how" to rescue those boys and girls who are threatened by the ill winds of adverse circumstances. Most frequent of all adverse circumstances in the past has been the neglect of the procreative natures of children and young people in their upward ascent toward adulthood. With sex teaching, guidance, and counseling established in our schools, one more arm of education is thrown out to bring balance and strength to their equipment for maturity.



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## The Book Column

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### Professional Books

BANKS, OLIVE, *Parity and Prestige in English Secondary Education*. New York 3: Grove Press. 1955. 288 pp. \$6.00. The impact on the educational system of certain aspects of the social and occupational hierarchy of modern England is the subject of this study. It includes an account of the main types of post-primary education, from the higher grade schools in the 1890's to the experiments in tripartitism and multilateralism of the present day; while in addition there is some discussion of the so-called public schools and their relationship with the state system. Some of the more controversial topics reviewed include the influence of Sir Robert Morant on the development of secondary technical education, and the social implications of the comprehensive schools; while the charge that the academic curriculum of the secondary schools predisposed its pupils to seek black-coated occupations is examined in as much detail as the available evidence would permit. The influence of the movement towards social equality is examined and is contrasted with the persistence of the social prestige which continues to attach to the grammar school in its role as an agent for social selection. In conclusion some recent developments in secondary education are used to illustrate the significance of the interplay between the educational system and the class structure of modern society for the formulation of social policy.

BULTENA, LOUIS, *Sex and Family Education in High School*. Cedar Falls: Iowa State Teachers College. 1955. 32 pp. 50c. This is the first of a new series published for the purpose of disseminating the results of research in education by the staff members and graduate students of Iowa State Teachers College. It is intended as a primer for those who are interested in sex and family life teaching in the high school. It states briefly some of the main problems and approaches used in family life education. It discusses the present status of family life education in Iowa, boy-girl relation in Iowa high schools, and principles and problems. It contains a suggested program and presents case studies of two Iowa schools. The pamphlet also presents, in classified form, a list of books, pamphlets, and visual aids helpful to the teacher and students in sex and family life education. This publication should prove of interest not only to teachers and administrators who want to initiate a family life education program in their schools, but also to community leaders interested in schools and youth.

COLADARCI, A. P. and GETZELS, J. W. *The Use of Theory in Educational Administration*. Stanford, California: Stanford University Press. 1955: 35 pp. \$1.50. The authors recommend more use of theory in educational practice, involving the redefinition of basic principles and frames-of-reference. Viewed in this way, educational methods, curricula, organization, and policies become hypotheses being tested. The focal responsibility of programs in professional education should not be that of merely providing rules, formulas, and specific prescriptions. "The central role of educator-preparing programs," according to the authors, "must be that of assisting prospective educators to develop critical frames-of-reference and to learn how continually to evaluate and reformulate them." This publication is the fifth in the Educational Administration Monograph series of the School of Education at

Stanford University. Earlier monographs include: *A Design for the Administration of Public Education* with particular applications to California by George D. Strayer; *Science Facilities for the Modern High School* by Paul DeH. Hurd; *Swimming Pools for Schools* by Donald W. Neilson and John E. Nixon; and *Playground Facilities for Rural and Small Elementary Schools* by Harold J. Cornacchia and John E. Nixon.

COLBORN, F. M. *Buildings of Tomorrow: Guide for Planning Settlements and Community Buildings*. New York 16: William Morrow and Company, Inc. 1955. 159 pp. This book, published under the auspices of the National Federation of Settlements, deals with the various aspects of planning, such as the building, the architect, raising funds, committee structure, new structures since 1848, ideas, and community facilities of public agencies.

*Current Affairs and Social Studies*. Middletown, Connecticut; Junior Town Meeting League, Wesleyan University. 1955. 32 pp. Single copies free. Teachers interested in a new approach for teaching social studies will be helped by this booklet which describes and illustrates how teachers can relate current affairs to social studies content in junior and senior high schools. It was written by teachers in liberal arts colleges, teachers' colleges, and high schools—all authorities in social studies teaching. Chapter headings include: two approaches to relating current affairs and social studies—the "then-and-now" approach (relating past and present) and the "now-and-then" approach (relating the present with the past)—illustrations of these approaches in U. S. history, world history, civics, government, and problems classes; description (case study) of how a twelfth-grade class successfully related imperialism today with a similar issue in history; and suggestions for developing concepts in social studies, for developing relationships between current affairs and content of history, for using discussion and for teaching ideas (concepts) rather than mere facts.

EHLERS, HENRY, editor. *Critical Issues in Education*. New York 17: Henry Holt and Company. 1955. 287 pp. \$2.25. This book deals with such problems as loyalty, censorship, religious education, racial segregation, and progressive education. These may be studied in any order. Each problem is highly controversial, and it is the editor's hope that opposing viewpoints are fairly represented. Actually, all statements should be considered as hypotheses; i.e., as suggestions or proposals to be examined. The editor states: "were it not for the clumsy style involved, would it not be well if all our assertions could be made in the form of questions? Should not the reader be encouraged to subject every paragraph, every sentence to critical examination? Should he not constantly inquire: 'Is this true? Is this sound? Is this adequate? Is this practical?'"

Study of the *pros* and *cons* of these issues—mostly from writings of the past ten years—should help develop the type of citizens on which a democratic society depends. For it is one thing to educate people to the end that control of them may be developed; it is quite another thing to educate to the end that control by the people may be increased and perfected. True education should open many channels of inquiry; it should consider many types of belief. Lest education be reduced to propaganda, teachers must not only be informed about the many partisan groups and interests around them, but must also be courteous and considerate toward various conflicting viewpoints. Parents have entrusted their most precious possessions to the school, and it behooves every teacher to be alert lest, perhaps unconsciously, he serve as a partisan for one particular viewpoint.

This anthology does not provide clear-cut answers to any of the problems raised. Rather, each chapter presents claims and counter-claims, assertions and denials,

proofs and disproofs, conflicting values and rival hypotheses. Such an approach may tend to unsettle the young mind—sometimes to the point of confusion and bewilderment—but it also unsettles the habit of dismissing great issues in terms of verbal generalities or catchword stereotypes. And we should always remember that the human mind is like a parachute—useless until open.

GREER, H. T. *Charging Systems*. Chicago: American Library Association. 1955. 191 pp. \$3.75. In the past few years, librarians have become increasingly interested in the various charging systems currently in use. Questions frequently asked have concerned the types of equipment needed; the methods for handling overdues, reserves, and renewals; and the cost and time required for installing and operating the different systems. This book has been written in an attempt to answer some of these questions and to give as clear and impartial a picture as possible of the charging systems now in use in public, college, and university libraries. Although few of the systems described are currently used in school libraries, the librarians themselves are becoming increasingly aware of the need for more efficient and time-saving procedures. The same is true of special librarians.

The book is designed primarily to be a guide to the selection of a charging system which will best meet the needs of each individual library. The method followed has been to describe simply and clearly under each system the routines involved in charging, discharging, handling renewals and reserves, and sending overdues, and to enumerate the equipment and supplies necessary to the operation of the system. Technical details of the operation of the machines used have been avoided as far as possible, since they can be found in the instruction manuals issued by the individual equipment manufacturers.

This is not a manual for the installation of any system, nor does it recommend a particular system in preference to another. The advantages and disadvantages of of each system, enumerated as objectively as possible, refer to that system alone and to no other unless so specified. However, in order to have a basis for some comparison, it has been assumed that the Newark Charging System used in public libraries or the Double Record Charging System used in college and university libraries are the point of departure when considering a change in charging methods.

Tables showing the comparative features of the seventeen systems have been included in the book in order to show at a glance the main advantages and disadvantages of each. The appendices include a listing of some libraries using each system, with the exception of the Newark and Detroit systems, and a partial list of the companies selling equipment and supplies. A selected bibliography, giving references which present an adequate description of the features involved in the operation of each system, is also included.

HAMLIN, H. M. *The Public and Its Education*. Danville, Illinois: The Interstate Printers and Publishers, 19-27 N. Jackson St. 1955. 299 pp. \$3.50. This book attempts to define the responsibilities of citizens for public education and to indicate how citizens may discharge them, to provide an overview of public education, to indicate the basic issues citizens must decide, and to suggest aids in making their decisions.

Public education has become an enormous and complex enterprise. Many citizens are baffled by it. Many have ceased to assume their responsibilities for it. Others are still asserting themselves, but lack a grasp of the total enterprise, so that their efforts are sometimes more harmful than helpful. Only a part of public education is in the public schools. To manage even the part that is in the schools, citizens need to be familiar with all public education in and out of the schools. It is assumed in

this book that the public schools are the primary agencies of public education to which all other public educational agencies are supplementary. The book is, therefore, oriented toward the public schools though it is not confined to them. It is intended to be useful to all citizens, including those who serve as professional educators. The author contends that professional educators need to be more aware than they often are of the place and function of citizens in the American system of public education. As citizens and as educators, they should be acquainted with public education as a whole.

HERR, S. E. *Campus Outlines, Diagnostic and Corrective Procedure in Teaching of Reading*. Los Angeles, California: College Book Store, 3413 Hoover Blvd. 1955. 113 pp. \$2.50. Today we know that every teacher must be a teacher of reading because the child's success in school depends to a great extent upon his ability to read successfully. Many school children are not reading up to the standards. In order to achieve in their classwork it is necessary that they perform according to these standards with which they are measured. This book has been devised to help the teacher in diagnosing and correcting the pupil's difficulty. There is no one way to do this, but there are alternatives which can be followed if one technique proves unsuccessful. One of the most important factors in helping the pupil overcome his difficulties is starting where the pupil is, not where he is supposed to be according to his chronological age. There is one error that must be overlooked here. It is true that we must start where the pupil can achieve with satisfaction and success, but there must be a discovery of why he is there, the cause removed, and then there must be growth.

Reading is not pronouncing words in a textbook, it is a thought getting process. There must be enrichment, evaluation, and enjoyment. Reading must be functional and not an isolated activity. A good reading program must be flexible so that it can meet the problems that arise. It must be consistent although it allows for flexibility. It must make provision for systematic instruction and it must have balance. There must be a sane application of theory—neither too much nor too little. The program should be integrated and there should be a variety of activities.

*High Spots in State School Legislation Enacted January 1-August 15, 1955*. Washington 6, D. C.: National Education Association, 1201 16th Street, N. W. 1955. 52 pp. Summarizes the most important school legislation enacted in 1955.

HYMES, JR., J. L. *A Child Development Point of View*. New York 11: Prentice-Hall, Inc. 1955. 155 pp. The book focuses only on the essential facts and concepts of child development that will help with day-to-day teaching problems. It doesn't waste any words in getting down to the actual classroom situation. For example, each of the three basic ideas of child development is applied to: (1) the teacher-pupil relationship, (2) the curriculum, and (3) classroom organization and management. Throughout the book are the answers to such common questions as: How should I treat "different" children? What should my role be as a teacher in fostering the child's mental growth? What can I learn from parents about their children?

*Indiana and Midwest School Building Planning Conference: Proceedings*. Bloomington: Indiana Unit Bookstore. 1955. (September.) 149 pp. \$1. This bulletin reports the papers presented at a conference held July 7-8, 1955, on the theme "Planning School Buildings Wisely." Papers included are: Better Use of Audio-Visual Instructional Materials in Our Schools by Wilbur Young; A Successful Plan for the Economical and Efficient Maintenance of School Buildings by Ronald Brown; Rehabilitation of School Buildings for Audio-Visual Use by E. Eugene Higgins; Bringing the World to the Classroom by Spencer W. Myers; Planning Buildings for

Instructional Materials from the Viewpoint of: the Administrator by Paul W. Seagers, the Librarian by Margaret I. Rufsvold, the Audio-Visual Supervisor by L. C. Larson; and Balancing the Environment for Audio-Visual Education: Light Control by Carl J. Allen, Sound Control by Hale J. Sabine, and Thermal Control by Zephyrin A. Marsh.

KARL, S. D., editor. *College Board Scores No. 2, Their Use and Interpretation*. Los Angeles 27, California: College Entrance Examination Board, P. O. Box 27896. 1955. 200 pp. \$1.50. This booklet, like the first edition which appeared two years ago, is aimed at school and college people whose duties include use and understanding of the scores achieved by college applicants who take College Board tests. About 175,000 students took the tests in the last academic year. This new edition, again addressed to readers with little technical knowledge of testing, explains basic principles and techniques, showing how they may be applied to local situations. The data on student performance has not only been brought up to date but greatly increased by the addition of information relating test scores to student interests, experience, and other background factors.

Readers who are familiar with the first edition will note the expansion of some sections of Part 1, among them the explanation of test reliability, and the addition of sections on score variability, errors of measurement, and the invisible factors which should be considered when candidates' scores are compared or subjected to any given standard of acceptability. A particularly interesting and entirely new discussion of what might be called human influences on score behavior, such as maturation, fatigue, and practice, also contains extensive data and interpretive comments on the relationship between performance on the English Composition and Social Studies Tests and a variety of kinds of preparatory work in those areas. The effects of different courses, study materials, and exercises are expressed in terms of apparent score "advantages." Associated tables of norms relate scores on these tests to many varieties of candidate experience both in and out of school.

Part 2 is again a source of basic data and technical information which will be useful to school and college officers. Doubled in size to accommodate a fund of entirely new information, it contains all the tables which appeared in the first edition, repeating some and bringing others up-to-date with the testing program. Among the more conspicuous additions are enrolled student norms which supplement those on accepted and non-accepted candidates, regional norms, and special norms on students taking the English Composition and Social Studies Tests.

*Planning Schools for Use of Audio-Visual Materials*, No. 4. Washington 6, D. C.: Department of Audio-Visual Education of the NEA. 1955. 140 pp. \$1.50. This brochure, titled *Audio-Visual Centers in Colleges and Universities*, will be helpful to college administrators who seek answers to the problems involved in establishing a comprehensive and effective central service in audio-visual aids to instruction.

RAUSHENBUSH, STEPHEN. *Pensions in our Economy*. Washington 3, D. C.: Public Affairs Institute, 312 Penna. Ave. 1955. 119 pp. \$1. This book is a study of old-age pension problems and proposals in relation to the general economy for a clearer understanding of the problems of old age and for proposals designed to meet these problems. Some of the problems discussed are: (1) the conflict for jobs between the growing number of aging people and the flood of "war babies"; (2) the question of inducing older workers to yield jobs to younger ones during a recession; (3) recasting of the industrial pension system to protect the interest of older job applicants; (4) what is an adequate pension?, and (5) how do we meet the problems of leisure time?

ROSS, D. H., and McKENNA, BERNARD. *Class Size: The Multi-Million Dollar Question*. New York 27: Metropolitan School Study Council, 525 West 120th Street. 1955. 32 pp. 75c. Every school board member and superintendent knows the squeeze is on—dollars don't go as far and there are many more students to educate. This challenges established class-size policy, tradition, or precedent. When the questions of class-size policy for a system have been decided and the salary scale is adopted, seventy per cent of the budget is settled. Any other item, in its relative weight on the current expense budget, is small. This makes the class-size question one of keen importance. No longer can communities "rock-along" on faith; some guidance from measurable facts—the products of research—is needed. This booklet summarizes in its brief length fourteen relatively new studies (most of them completed within the past year). Half of these studies have never been available before for general reference. Ten were conducted by researchers affiliated with the Metropolitan School Study Council.

The class-size question is not one likely to yield clear-cut, universal answers; rather, it is one where many local factors must be brought into balance. The authors state their conclusions with justifiable caution. But there is support to be found here for intelligent class-size policy in order to produce quality education. In brief, a solid case is made for providing a numerically adequate school staff even if the temptation is strong to let short-sighted economy outweigh long-range efficiency.

This booklet should be of more than passing interest to administrators, board members, leaders of parents' groups, and others who have debated or will debate the merits of changing class-size policy. The six sections of the report give an indication of the contents: Box Score on Past Research, A Matter of Definition, Class Size and What Happens in the Classroom, Staff Numerical Adequacy and What Happens in the Classroom Class-size Policy and How It is Made, and Wisdom in Administration (a summary).

SHAFFER, E. E., JR. *A Study of Continuation Education in California*. Sacramento: California State Department of Education. 1955. (August). 136 pp. The study of continuation education presented in this bulletin is an attempt to examine and evaluate the organization and administration of existing continuation education programs, to describe the continuation student population as seen by their teachers, to obtain students' opinions about their school, to ascertain what relationships exist between school drop-outs and juvenile delinquency, to obtain the views of senior high-school principals on continuation education, and to make specific recommendations to guide local school administrators, the State Department of Education, and the State Legislature in providing solutions for the many problems involved. One of the most valuable parts of the study is a chapter which presents descriptions of model continuation programs for metropolitan, small city, and rural high-school districts.

SMITH, G. K., editor. *Current Issues in Higher Education, 1955*. Washington 6, D. C.: The National Education Association, 1201 Sixteenth Street, N. W. 1955. 355 pp. \$3. This publication outlines current issues and opinions in American higher education as reflected in the Tenth National Conference on Higher Education through the addresses, analysts' statements, and recorders' reports. The Conference centered on ten major problem areas with implications for: the provision of opportunities for higher education; the nature of educational programs; national defense; the financial support of higher education; quality in education in relation to increasing enrollments; staffing the institutions; the interpretation of higher education to the public; the structure of higher education; student life; and the shifting challenge



to general education. Participants in the Conference focused attention on the various aspects of these problems in a total of 39 discussion groups.

TABA, HILDA. *School Culture*. Washington 6, D. C.: American Council on Education, 1785 Massachusetts Avenue, N. W., Room 110. 1955. 135 pp. \$1.50. This is the last volume in the series of Studies in Intergroup Relations. It deals with participation in school life, the phenomena of leadership, and the patterns of belonging and exclusion in school activities.

The climate of school life and the dynamics of human relations in it are potent factors in what students learn about the way of life and its values which direct their interpersonal relations, possibly even greater factors than what the school explicitly teaches about democratic human relations. The multiplicity of relationships in school life constitutes a practical laboratory of human relations. The culture in this laboratory—the patterns of acceptance and rejection, the methods of gaining status and leadership, the ways of using authority and allocating belonging, the ideas about individuality and conformity, about what constitutes success and worth expressed in the formal and informal rules of conduct—offers daily lessons for personal and group conduct. This culture teaches concepts and attitudes about life and relationships, good or bad, depending on what pattern and values it follows.

The studies described in this booklet are an effort at analyzing the dynamics of group life in school culture. They are unfinished stories in many ways. They deal only with the formal program, and not with the unofficial social pattern. Even though planned as action research, few of the studies eventuated in systematic action plans before the end of the Intergroup Education Project. Because most of them were undertaken for the purpose of generating action, they concentrated only on points of highest immediate practical import, such as the factors affecting participation and the value systems which generate the particular flaws in leadership, the status system, and belonging.

WEAVER, R. L., project leader. *Handbook for Teaching Conservation and Resource Use*. Ann Arbor, Michigan: Richard L. Weaver, Project Leader, P. O. Box 2073. 1955. 499 pp. This book is designed to help teachers get started on the important job of teaching conservation in both elementary and secondary schools. It is not a text but a *Handbook* or *Guide* to some of the outstanding examples of good conservation teaching in the United States. The *Handbook* contains many examples and illustrates the great variety of useful and successful methods and techniques available to the teacher of conservation and resource-use. This *Handbook* was prepared by the National Conservation Committee of the National Association of Biology Teachers. The project was financed by a grant-in-act of \$10,000 from the American Nature Association.

The idea for a conservation project by the National Association of Biology Teachers originated soon after the publication of the *Yearbook Conservation in the American Schools* by the American Association of School Administrators in 1951. Officers of the National Association of Biology Teachers noted that the *Yearbook* reported much greater emphasis on conservation and resource-use in the elementary schools than in the high schools.

Thus the Executive and Advisory Committee, in outlining the initial plans, decided to concentrate on getting case studies at the secondary-school level primarily and using those from elementary or junior high schools only as necessary to fill in important gaps. Therefore, most of the descriptive materials in this *Handbook* emphasize high-school programs, but many of the techniques described are applicable



and perhaps more easily executed in the lower grades because of longer periods of concentration and a more flexible program.

Conservation is gradually becoming a *way of life*. More and more people are coming to accept the concepts of conservation and to govern their lives thereby. And yet, the number of our people who remain relatively unaffected by these concepts is distressingly large. How to help reduce this indifference to wise use of our natural resources is the purpose of this *Handbook*.

### Books for Pupil-Teacher Use

ADAMS, LYNA. *A Lamp Unto My Feet*. New York 1: Vantage Press, Inc. 1955. 84 pp. \$2. This is the story of a boy, Marius, an officer of the Roman Legion, a patrician, an intimate of Emperors; and a girl, a beautiful, dissolute Jewess in one of Rome's lesser provinces—her name was Magdalene. Fired by its intensity, the proud Roman noble puts off his arrogant armor and dons the coarse brown robe of a little-known religious sect! Is it love of Magdalene? Or is it, rather, because of something that happened to him when he stood on a hillside in Judea and witnessed a crucifixion in a moment of supernal glory? Whatever the reason—the obscure execution that was to alter the world, or the indescribable magnetism of the fallen (and risen!) woman—Marius knew that his devotion to Magdalene offered him only a life of celibacy. His worship of the Master promised naught but persecution and social ostracism. Yet Marius did not hesitate.

ALY, BOWER, editor. *Youth Education—The Twenty-Ninth Discussion and Debate Manual, 1955-1956*. 2 Volumes. Columbia, Missouri: Lucas Brothers, Publishers. 1955. 220 pp. each volume. \$3.12 for the two volumes, not sold separately. In the attempt to provide a clearinghouse for the high-school forensic activities throughout the nation, the Committee on Discussion and Debate Materials and Interstate Cooperation of the National University Extension Association has had the generous assistance of many individuals and institutions. The major problem chosen by the national referendum of the leagues for the academic year 1955-56 has been announced as follows: *How should educational opportunities be increased for the youth of the United States?* The problem comprehends discussion questions and debate propositions as follows:

#### DISCUSSION QUESTIONS

1. *How can we increase educational opportunities beyond high school?*
2. *How should the local, state and Federal governments divide responsibility for education?*
3. *How can extracurricular activities best contribute to the educational program?*

#### DEBATE PROPOSITIONS

1. Resolved: *That governmental subsidies should be granted according to need to high-school graduates who qualify for additional training.*
2. Resolved: *That the educational privileges granted to veterans of the Korean War be accorded to all qualified American youth.*
3. Resolved: *That the Federal government should guarantee higher education to qualified high-school graduates through grants to colleges and universities.*

The two volumes which constitute *Youth Education: The Twenty-Ninth Discussion and Debate Manual* deals with the foregoing propositions and questions. For many years the Committee has included in its plans an attempt to encourage the use of the very best books and periodicals on the annual topic. This phase of the Committee's program has been aided this year by the following publishers who have

granted quantity discounts to permit the wide distribution of materials: American Council on Education; American Academy of Political and Social Science; *Congressional Digest*; *Current History*; Editorial Research Reports; and the H. W. Wilson Company. This year, as heretofore, the Committee has received from donors and distributed to affiliates pamphlets and other ephemeral materials of special use in the consideration of the current problem.

The national radio program which the Committee has sponsored for many years is scheduled to be held this year under the auspices of the Reviewing Stand of Northwestern University. The Committee on Wording has rendered a service in analyzing and testing the phrasing of the propositions for debate and the questions for discussion. These two volumes are an invaluable aid to all high schools debating the national debate topic.

BAKER, RACHEL. *Angel of Mercy, the Story of Dorothea Lynde Dix*. New York 18: Julian Messner, Inc. 1955. 191 pp. \$2.95. This is the dramatic story of America's Florence Nightingale, the woman who single-handed brought about a complete revolution in the care of the mentally sick. Dorothea Dix was brought up in Boston by a wealthy grandmother who wanted the shy girl to become a social belle. Instead, she threw herself into teaching and writing with such compulsive force that in her middle thirties she became desperately ill. Sent to England to recover, she lived with the Rathbones, famed humanitarians, and there she met the man who revolutionized her life, Samuel Tuke, grandson of the founder of the first humane institution ever built for the care of the mentally ill. Returning to America, forbidden ever to work again at risk of her life, she visited Boston's East Cambridge Jail and was horrified by the terrible conditions existing there—and so began her lifework.

Dorothea Dix established the concept "that the sick are the wards of the state." She worked for ten years to try to get a Federal bill passed giving national aid to those needing mental care. She was assisted by America's most distinguished men—Horace Mann, Samuel Gridley Howe, Charles Sumner, and John Greenleaf Whittier. During the Civil War she became superintendent of nurses for the Union forces, serving the American army on the Potomac as Florence Nightingale had once served the British army in the Crimea. Elizabeth Blackwell, Clara Barton, and Louisa May Alcott were among her volunteer nurses. She died in 1878 in an apartment built for her high under the eaves of the New Jersey State Hospital, the first state hospital built entirely through her efforts. Thanks to Dorothea Dix the world today recognizes the importance of trained personnel and the need for hospital care for the mentally ill.

BLACKSTONE, JOSEPHINE. *Songs for Sixpence*. Chicago 7: Follett Publishing Company. 1955. 158 pp. \$2.95. In this story, John Newbery's energetic search for the sort of book that will be gay and fun to read takes on real romance and excitement, and we get a lively picture of his kind and busy life. The world he lived in comes alive, too—eighteenth-century London with its street peddlers and ragamuffins and well-brought-up little misses; the great Dr. Johnson, kind but formidable; and Newbery's friend Oliver Goldsmith, who wrote great poetry and prose and little books, the latter to give pleasure to the children of England and the American colonies.

BRESLIN, HOWARD. *Shad Run*. New York 16: Thomas Y. Crowell Company. 1955. 276 pp. \$3.50. This historical novel of two men and a girl takes place in the beautiful Hudson River valley near Poughkeepsie during the tense summer

months of 1788 that ended in New York's ratification of the Constitution, which made us a nation. It was a time of decision for many people, among them young Lancey Quist, daughter of the best fisherman on the river. Half tomboy and half the eternal Eve, she was torn between two lovers—Dirck van Zandt, the wealthy, assured son of a patroon; and Justin Pattison, the rebel and rogue, tempered by war and trouble. Their love story is played out against the background of the scheming and the tensions before the Constitutional Convention. Lancey's two suitors are in opposing camps, and it isn't until a bloody duel between them that she knows where her true love lies.

CARROLL, LEWIS. *Alice in Wonderland*. New York 22: Random House, Inc. 1955. 64 pp. \$2.95. The text of this immortal classic has been abridged to highlight those parts of the story youth enjoy most. It is illustrated in color by Marjorie Torrey.

CEDER, JOHN. *Butternut*. New York 1: Vantage Press, Inc. 1955. 156 pp. \$3. Out of an Ozark valley, young Tad, whose brother Rafe has fallen in an early battle of World War II, in France, sets forth to bring the dead soldier's body back to the hills. Troubled in heart, Maw has said, "It ain't fittin' the boy be layin' in the wet without no Bible readin' and no gravestone." Tad joins the army as the easiest way to accomplish his purpose. Thereafter his battle experiences, his relations with his comrades at arms, his escapades when not "sodjerin'," and his contacts with the natives of North Africa and Italy are recorded as he evaluates them with the earthy wisdom peculiar to his Ozark heritage. Some of the episodes are gay; many are grim. All are presented with admirable economy and precision—a series of revealing vignettes of soldier life in unfamiliar lands.

COOKE, D. C., editor. *Best Detective Stories of the Year 1955*. New York 10: E. P. Dutton and Company, Inc. 1955. 259 pp. \$2.95. This 1955 edition of *Best Detective Stories* needs no introduction. For ten years David C. Cooke has culled the year's output of short detective fiction with an eye not only to individual merit of each story but also to his collection as a whole. The book is not over-balanced with stories of the tough school or with the puzzle type; it has variety as to locale and subject matter, also stories to suit every taste. Some of this year's individual authors are regular contributors to the *Best Detective Stories* series. Readers will welcome stories by Ellery Queen, Octavus Roy Cohen, Evan Hunter, John D. MacDonald, and others. There are also a number of newcomers—new to the collection and relatively new to the field.

Among the twelve stories in the new volume is a fast-paced shocker by Helen Nielsen entitled *You Can't Trust a Man* in which a beautiful blonde gold digger has the tables turned on her, and a decidedly off-beat yarn by Ray Bradbury called *Shopping for Death* in which two old men make a hobby of studying people who in some way wish for death. There's a private-eye story by Evan Hunter. *Ticket to Death*, about a bomb exploding in a DC4 which was no accident, and there's Richard Marstan's ingenious *Chinese Puzzle* which tells of a Chinese girl who drops dead just when someone on the telephone tells her she is going to. And James Yaffe is back with one of his warm-hearted and down to earth "Mom" stories.

COOKE, D. E. *Johnny On-The-Spot*. New York 17: Thomas Nelson and Sons. 1955. 188 pp. \$2.50. As the *Tiger Shark* headed south into a wild storm and heavy seas, Johnny, looking over the assortment of discontented and treacherous men that made up her crew, began to wonder if perhaps he hadn't taken too big a bite of adventure. What was the significance of the password—"Dark of the moon"? Why

did the schooner slip out of the harbor at night without running lights? Was she carrying cargo—or was this merely a sportsman's pleasure cruise as he had been told and so desperately wanted to believe?

It might have been fate or chance that had put Johnny on the spot right after the Navy turned down his application. But then came the offer of a job from Stormy Brenner, captain of the *Tiger Shark*, bound for the Virgin Islands. Johnny was elated—here was a chance to see the exotic Caribbean from the deck of a real sailing vessel, skippered by the first friend he had ever had. The story comes to a dramatic climax on the island of St. Thomas. As his misgivings multiply and his fears mount, torn between his loyalty to a friend and his horror of a vicious smuggling ring, Johnny, literally on the spot now, must make the biggest decision of his life.

CORBETT, ELIZABETH. *Family Portrait*. Philadelphia 5: J. B. Lippincott Company. 1955. 251 pp. \$3.50. Most families have a central character in the course of their history and for Kit and Miriam Carson who began the twentieth century in Milwaukee, the dominant personality was always their daughter Winifred. It was Winifred who spent her youth in the Twenties and who classified her age group not as the "lost generation" but rather as the "whimpering generation."

No crying, however, from Aunt Winifred, as she later becomes to the third generation of Carsons. Winifred had moved to New York, and by using a driving ambition to its best advantage, became the head of a large and prosperous cosmetics firm. Winifred leads an elegant life in her Sutton Place home and is extremely popular around Manhattan. But this is only the Winifred the world knows. Beneath her brisk, winning exterior hide the scars of an earlier heartbreak. Her emotions are armored against anything but success and the happiness of her family.

This is the story of how Winifred, warm and thoughtful person though she is, discovers a new facet to life at a time she thought she had everything. As the plot weaves through the first fifty years of the twentieth century, in and out of Milwaukee, Chicago, and New York, the author unfolds the saga of a wonderful American family.

CORBIN, R. K., and PERRIN, P. G. *Guide to Modern English*. Scott, Foresman and Company. 1955. 544 pp. \$3.20. Upper-year high-school students who use this new composition text may be in for some surprises. For what many of them have come to think of as "classroom English" is only one of the kinds of English they'll be dealing within this book. They'll find themselves examining all the styles of speaking and writing in their morning-to-night language output, studying informal as well as formal English, learning how—and when—to use each effectively.

The plan of the book's seventeen teaching chapters should make it easy for a teacher to take up topics in any order he wishes; for each chapter, or small block of chapters, is a unit in itself. A 200-page reference index forms the second half of the book, offering students look-it-up-themselves help with a wide variety of specific questions about grammar, usage, punctuation, and general language facts. Exercises in the teaching chapters frequently refer students to the index, get them in the habit of using a reference tool to solve writing and speaking problems as they come up.

Two chapters on word study seem likely to appeal to the interest most boys and girls have in words. Discussions of how words get their meanings, how they vary in definiteness and of denotation and connotation, of the importance of context to meaning provide a simple introduction to semantics. A chapter on using the dictionary follows.

Other chapters include a concise review of grammar; tips on solving usage problems students frequently encounter; detailed help with writing clear, complete, and effective sentences. Specifically on the speaking side, there's a chapter on the mechanics of speaking and one on holding group discussions and club meetings. The last chapter reviews punctuation rules in the light of the role punctuation plays in conveying meaning.

CUMMING, IAN. *Helvetius—His Life and Place in the History of Educational Thought*. New York 3: Grove Press. 1955. 288 pp. \$6. The true secret of Claude-Adrien Helvetius, as an historical character and educationist, is not to be found in his writings alone but in his life as well. As he himself believed, the study of a man must include the study of society. In this book, the author gives Helvetius his place in the growth of educational thought and presents him as a representative of French society in the eighteenth century. He traces the events of his life which affected his thought and behavior from his birth in 1715, his early experience of financial administration at Caen, his happy marriage, his persecution and notoriety after the publication of *De l'Esprit*, and his associations with French freemasonry, until his death in 1771. He goes on to study Helvetius's reaction to the writings of John Locke, and his influence upon such figures as Condillac, Tallérand, and Condorcet in France, and Bentham, James Mill, and the Socialists in England. The author recaptures the spirit of the times in which Helvetius lived, and relates his writings on educational theory to the background of the eighteenth century.

DAY, BETH. *The Little Professor of Piney Woods*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.95. This is a biography of Dr. Laurence C. Jones, founder of the Piney Woods Country Life School in Mississippi. His personal story, portrayed on "*This is Your Life*," had impressed televisioners to the tune of \$625,000 sent him to establish a fund to perpetuate this privately run, work-your-way school.

DICK, T. L. *Tornado Jones on Sentinel Mountain*. Chicago 7: Follett Publishing Company. 1955. 224 pp. \$2.95. When Paul Travis and his family go to live in the mountains of Idaho, where Paul's father is building a dam, Tornado is invited to spend the summer with them. Paul and Tornado have interesting adventures both on the dude ranch nearby and in the mountain engineering camp, especially when they meet Jase, an old prospector, and help him pan for gold. Jase has been prospecting in the mountains for forty years, and he is still hoping to make a rich strike. There's plenty of excitement and fun for Tornado and Paul—and for young readers, too—and real satisfaction when the boys help old Jase to find his "rich reward."

DOUGLASS, E. L. *The Douglass Sunday School Lessons—1956*. New York 11: The Macmillan Company. 1955. 512 pp. \$2.95. Essential and realistic as a basis for teaching, this commentary is invaluable. With an evangelical emphasis, it combines warm spiritual values that can be integrated into the practical moral problems which students confront. Greater ease in preparing lessons and provision for greater student interest is made possible by the addition of fresh and useful material for lesson presentation. Daily home Bible readings, audio-visual aids, teacher hints, and questions and discussion topics make easier the application of inspirational messages. Recognized as conservative and sound in theological doctrine, this Bible-centered commentary has been—for more than a third of a century—an indispensable source for sermon material. And for those who neither teach nor preach it has been widely used as a devotional book.

EATON, A. T. *Welcome Christmas!* New York 17: Viking Press. 1955. 128 pp. \$2.50. Year after year the author has followed the custom of choosing one specially beautiful poem for remembrance at Christmas. In between times she has added to her collection, one by one, poems that put into musical, memorable words the imperishable joy and wonder of the Christmas season. Some of the poems are old—so old that nobody knows who wrote them; some are an inheritance from the eighteenth centuries; some are new. But all of them have the true spirit of a festival ageless in its beauty, wonder, and meaning.

ELIOTT, E. C. *Kemlo and the Crazy Planet*. New York 17: Thomas Nelson and Sons. 1955. 208 pp. Kemlo and his friend Krillie, who have set out from Satellite Belt K on a Space trip, find themselves off course and eventually land upon a planet about which very little is known except that odd things happen there, so that it has become known as the Crazy Planet. The people upon it, whose language is laughter, are friendly; but others, from Earth, are also marooned upon it. They are very far from being friendly, not only to the laughing People but to Kemlo and Krillie too. Their wicked plans, however, are foiled by Kemlo, who is later responsible for helping his new friends against a mass attack of the attack of the murderous wood beasts.

ELIOTT, E. C. *Kemlo and the Zones of Silence*. New York 17: Thomas Nelson and Sons. 1955. 207 pp. Kemlo and Krillie, together with Krillie's sister Krinsetta, set out for a visit to S Belt in Kemlo's space scooter. They are attacked by three boys from S Belt, who kidnap Krinsetta. Kemlo gives chase, and both his and the other craft are forced down, off course, on to the Zones of Silence, part of a large area known as the Dead World where the slightest whisper is magnified into a roar. The inhabitants of the Zones have no audible form of speech, but use instead a highly developed system of thought transference. These creatures are friendly, but too friendly—they attempt to drug the minds of visitors with thought impulses compelling them to stay on the Zones. Kemlo is able to resist this powerful impulse, but . . .

ELLIOT, M. M. *British History Displayed, 1688-1950*. New York 22: Cambridge University Press. 1955. 360 pp., 257 illustrations. \$2.50. This book has been planned to cover roughly one year's syllabus in a secondary school. The scheme is divided for convenience into three terms' work; but, if desired, it can be expanded to stretch over a longer period. The general lay-out is intended to form a "scaffolding" on which to build the history lessons, so that the teacher may deal sketchily or at greater length with the material provided, according to individual requirements.

The wars and certain other complicated topics are presented in the form of diagrams and schemes, in order to simplify the content and stress essentials, and also to allow such topics to be studied comprehensively, as from a "bird's eye" viewpoint. Pupils take kindly to such diagrams and learn more easily from them. Outlines of European history have been included where possible, in order to provide the necessary setting. A sense of period is given by the inclusion of some detail of social life and many illustrations. The latter are intended as added material for careful study, and certain of the suggested exercises at the end of each section are based on their use.

EVANGELISTA, ITALO; RICHARDS, I. A.; and GIBSON, CHRISTINE. *Italian Through Pictures*. New York 20: Pocket Books, Inc. 1955. 288 pp. 35c. This book provides an introduction to useful, everyday Italian. It teaches by means of the picture-text system, a simple, logical, and entertaining method. Others in this language series are *French, German, Spanish, and Hebrew Through Pictures*.



FEIN, NAT; BACKER, FERDI; and BIEMILLER, RUTH. *Nat Fein's Animals*. New York: Julian Messner. 1955. 96 pp. \$3.50. Like any good photographer, Pulitzer Prize winner, Nat Fein has his favorite models. In Nat's case, though, they are not necessarily of the sleek blonde or brunette variety, but are often furry or striped or might even have a built-in pocket. All told, they are the A to Z of animallodom—alley cats to zebras and just about any creature in between that will hold still long enough to have its picture taken. This is a picture gallery of his favorite models—elephants, Royal Bengal tigers, penquins, Herbie the Walrus, hippos, the groundhog, an orangutan named Mike, and many others of whom Nat is especially fond. The book is a pictorial zoo in itself, complete with Nat's own stories of how he got the pictures.

FIELD, ROBERT S., editor. *Try Nature*. New York 1: Vantage Press, Inc. 1955. 238 pp. \$3.75. Word magic that brings all the beauty of the great outdoors before your eyes in vivid, nostalgic pictures makes this volume a unique source of pleasure for the nature lover who is far from the beckoning countryside. For this anthology, the editor has selected from the works of the best writers about nature—John Burroughs, John Muir, Thoreau, Lowell, Longfellow, and a host of others—descriptions of clouds, woods, fields, trees, and rivers in all their seasonal moods. Birds insects, and the wild life of the forests are brought graphically before the reader, and the relationship of man to the things of nature is ever borne in mind.

The editor has chosen his selections primarily from works touching upon the American scene, and few readers can go far into this anthology without having a pleasurable sense of rediscovery—a feeling that they are reading a description of nature experienced in childhood or remembered from a happy vacation. Much of the prose is topical, with America's foremost nature writers serving as guides. Much of the poetry is arranged according to seasons, depicting the progress of nature through the months of the year, as interpreted by the New England poets and others. A bibliography of the prose works and a key to the poems are provided for those who wish to go to the original sources.

FREEMAN, I. M. *All About the Atom*. Illustrated by George Wilde. New York 22: Random House, Inc. 1955. 152 pp. \$1.95. If you could magnify a single grain of table salt until it became as big as the Empire State Building, each atom in it would look only as big as the grain with which you started! And if you could place eighty million molecules in a row like marbles, they would stretch only the distance of an inch. Yet unbelievably small as they are, both atoms and molecules arrange themselves in distinctive patterns in different kinds of material. All the while, they are constantly moving in a wild zigzag that is measured in billions of bumps a second.

In fact, the things that happen in the fantastic world of the atom sometimes sound like the wildest science fiction. But they have been tested and are true beyond a doubt. For scientists have learned to weigh and split the atom. They have traced the dizzy course of the molecule. And they have used this information in developing the greatest source of power the world has ever known. Yet for most people the atom is a great mystery. For them, this book explains the atom and how it works. With vivid examples, the author, a distinguished physicist, explains what things are made of, how energy makes things go, and how the atom idea was developed.

GARTHWAITE, MARION. *You Just Never Know*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.75. How much, Cobbie wondered, must a person take to show her indebtedness! Because Aunt Aggie would pay her tuition at college,



Cobbie gave up music camp to be her summer companion. Many times she felt she would lose her mind trying to keep up with her cantankerous aunt's fault finding and constant demands. Many times she thought how much better off she would have been working in the peach cannery! As though that weren't enough, there was still the ache of her broken romance with Rick, who had been her steady in high school and who couldn't understand Cobbie's giving up a summer of music, even if it *did* mean earning tuition money faster.

GAULT, W. C. *Mr. Quarterback*. New York 10: E. P. Dutton and Co., Inc. 1955. 190 pp. 2.50. Certainly no one could blame Pete Pulaski for feeling as he did about going to Eastern. True, he was All-State quarterback on the Lincoln High squad, but at Eastern University wouldn't they look down their noses at "Polack Pete"? He wondered a little as he boarded the bus. But on the bus there was Mike Kranski, also Eastern-bound, and Mike was a wonderful guy. And presently there was that even more wonderful guy, Coach Gilpatrick, whom a tire-some sportswriter, Con Scriber, was trying to disqualify. As practice began Larry Raleigh, a wealthy, weak, but likeable lad came into the picture as he dated pretty Ellen Bradford who frequently was Pete's date, too. There were games with Yale, Penn State, Fordham, and others, with ever-mounting shouts for "Pulaski! Pulaski!" as Pete's fine foot-work helped win game after game; there was a Christmas holiday when Pete took Whitey Holbrook home for a Polish Christmas. Whitey was the richest and loneliest boy at Eastern. Here is a wonderful picture of American democracy at work in a big college, a story to win the hearts of all sport-minded readers.

*Grimm's Fairy Tales*. New York 22: Random House, Inc. 1955. 64 pp. \$1. Tales retold by Rose Dobbs and illustrated in color by Gertrude E. Espenscheid.

HADLEY, NED, and LINDSAY, W. B. *Portrait Biographies of Great Composers*. Chicago 5: Hall and McCreary Company, 434 S. Wabash Avenue. 1955. This is a second set of the portfolio edition published by this company. This edition sells for \$1.75 and a Plastic Bound Edition for library use, sells for \$2. This second set contains 20 composers. An artist drew a living pictorial interpretation of each, which, combined with the interesting representative facts written about the composers—the picture and the biography—provides a stimulating experience for the student or, for that matter, anyone who loves music. The 20 duotone drawings and a biography of each composer are: Berlioz, Bizet, Debussy, Donizetti, Dvorak, Franck, Lasso, MacDowell, Musgorsky, Palestrina, Puccini, Rachmaninoff, Ravel, Rimsky-Korsakov, Rossini, Saint-Saens, Sibelius, R. Strauss, Vaughan Williams, and Wolf.

HARVEY, FRANK. *Jet*. New York 18: Ballantine Books, 404 Fifth Ave. 1955. 144 pp. Paperbound, 35c; hardbound, \$2.75. These are stories (7 of them) concerning the jet-propelled age—the era of the one-day round-trip across the Atlantic. They are stories about our Air Force—the planes these men are flying and the problems they are facing.

HILLARY, EDMUND. *High Adventure*. New York 10: E. P. Dutton & Company, Inc. 1955. 256 pp. \$4.50. This is the intensely exciting personal record of the mountain climbing experiences of Edmund Hillary, from the time when, as a school boy in his native New Zealand, he saw his first peak, to his now famous conquest of Mount Everest with Tenzing Norkey, the Sherpa, in 1953. Candidly, Hillary describes his early fascination for the high regions of snow and ice, and how, after two years of uninspired university life, he convinced his parents that an academic career was not for him. Joining his father's bee business, he soon became an ardent

beekeeper, but his enthusiasm for the mountains gave him no rest until he had found time to explore the giant peaks of New Zealand and to meet a number of celebrated climbers who contributed to his fast-growing experience and reputation in mountaineering circles.

In 1951, and again the following year, Hillary was invited to take a leading part in reconnaissance expeditions in the Himalaya mountains which, in addition to the perfecting of his climbing techniques and the solution of critical problems of acclimatization, proved that a southern route to the top of Everest was feasible. Surmounting conditions during those two seasons such as he had never before experienced, his great physical strength, mental alertness, and superior icecraft made him a logical member of the British Everest Expedition of 1953, to which he devotes approximately half of this book.

HULL, A. L., et al. *Fries American English Series*, Book Five. Boston 16: D. C. Heath and Company. 1955. 432 pp. (6" x 9") \$2.40; *Teachers Guide*, 213 pp. (8" x 12") \$3.25. The Fries American English Series is a pioneer attempt to apply the recent advances of linguistic science to the teaching of English as a second language in elementary and secondary schools. The books consist fundamentally of activities for the learner which demand the constant use of language and the building up of habits of speech in accord with the basic structures of English. The language content used in these activities is derived from a new scientific, descriptive analysis of English structure.

The series consists of books for elementary- and secondary-school students and teachers' guides to accompany them. Books One and Two of the series are intended for pupils ranging in age from about ten to fourteen years (grades four, five, and six). Books Three and Four are intended for students in the junior high school or intermediate school (grades seven, eight, and nine) and Books Five and Six, for the senior high school (grades ten, eleven, and twelve). Each book is divided into forty units. There is one teachers' guide to accompany Books One and Two, and a guide for each of Books Three, Four, Five, and Six.

The teachers' guides describe the activities suggested to induce oral practice and give directions and explanations without which teachers will be unable to utilize the students' books effectively. The students' books and the teachers' guides complement each other in such a way that there is no duplication. When directions in any part of the students' books are so clear that teachers do not require any further explanation of them, they are omitted from the teachers' guides. The guides have a unique arrangement which makes them exceptionally convenient to use. This is that the pages of the students' books are reproduced on or follow the corresponding pages of the teachers' guides. Teachers thus have everything in one volume and do not have to refer to the students' books when preparing to teach a lesson.

KAMERMAN, S. E. *Blue Ribbon Plays for Girls*. Boston 16: Plays, Inc., 8 Arlington St. 1955. 365 pp. \$3.75. School-age girls always respond enthusiastically to the suggestion, "Let's put on a play." The thirty-five one-act plays in this book have been selected with this natural interest in mind; they provide varied and inviting dramatic material for girls of all ages. The book opens with a group of plays suitable for production by junior and senior high-school girls. Here will be found gay comedies like "All This and Alan, Too" and "The Lieutenant Pays His Respects"; plays which entertain and instruct—"Pin-Up Pals," "A Flair for Fashion"; holiday material, including "Room for Mary" and the popular Christmas scene from "Little Women."

The rest of the book (for girls in middle and lower grades) is made up of comedies, holiday plays, and dramatizations of legends, fables and fairy tales. Young actresses and audiences will especially enjoy the mystery in "Midnight Burial" and "The Reluctant Ghost," and will quickly identify themselves with the familiar situations found in "Callie Goes to Camp" and "Perfect Understanding." Such plays as "Old-Fashioned Thanksgiving" and "The Woman Who Didn't Want Christmas" will meet their needs for holiday dramas.

Plays about witches, Santa Claus, fairies and elves, as well as modern playlets, health plays, and courtesy plays, will appeal particularly to the youngset players. They will get special pleasure from the recognition of some of their favorite folktales in play form.

All of the plays are royalty-free and designed for production by all girl casts. They are easy to produce, calling for minimum settings (living rooms, outdoor scenes, etc.) and simple costumes (usually everyday dress). Experienced dramatic groups may give more elaborate productions, if desired. Production notes with suggestions for staging are provided at the end of the book.

KATZ, BARNEY and THORPE, L. P. *Understanding People in Distress*. New York: The Ronald Press Company. 1955. 365 pp. \$4. The authors of this book give explanations of the many phases of emotional and mental maladjustment—from the irritating peculiarities of normal people to the severely crippling disorders that require institutional care. They use everyday language to describe what all should know about the causes and treatment of mental distress. They concentrate on the minor maladjustments and the neuroses most frequently encountered in everyday life. They discuss sexual problems, alcohol and drug addiction, and crime and delinquency. Finally, they give a brief explanation of psychoses and other more serious disorders.

KIELTY, BERNARDINE. *Marie Antoinette*. New York 22: Random House. 1955. 186 pp. \$1.50. Marie Antoinette was one of the most captivating princesses of all time. As a lighthearted fourteen-year-old, she came to the French court and became the bride of the young Dauphin who four years later began his reign as King Louis XVI. It was a shimmering age, and the impulsive young French Queen was a butterfly queen whom all adored. But deep in the heart of France a rumble of unrest could be heard. News of the American Revolution had seeped into every hedgerow, and Lafayette was back to tell his people about the colonists who had defied the King of England. In France the royal family and particularly Marie Antoinette became a symbol of all the injustices that had been heaped upon the people. "Down with the monarchy! Long live the nation!" shouted the mob outside the royal palace. The working people armed themselves with scythes and pikes for one of the bitterest and bloodiest revolutions of all time. Older now and more thoughtful, Marie Antoinette faced the howling mob with dignity, little realizing that the uprising of the French people was a turning point in world history.

KITSON, H. D., and STOVER, E. M. *Vocations for Boys*. New York 17: Harcourt, Brace and Company. 1955. 383 pp. \$3.75. Since its publication in 1942, this book has been a standard guide for young people and their vocational advisers. Now, the entire scene has been reviewed by the authors and the material has been completely rewritten to include the most up-to-date and helpful facts. Hundreds of jobs in business, the trades, the professions, the arts, the armed services, science, and hobbies are discussed. The description of each includes qualifications of personality, education, training necessary for the job; a realistic view of labor conditions and wages; and an appraisal of the opportunities for advancement. Selective reading

lists for each occupation are provided, as well as a comprehensive index which makes the information readily accessible. This is an inconclusive book which provides young people with a broad survey of occupational opportunities, as well as much detailed information.

KOMROFF, MANUEL. *Julius Caesar*. New York 18: Julian Messner, Inc. 1955. 190 pp. \$2.95. This is a biography of "the mightiest Roman of them all." Born July 12, 100 B. C., a member of nobility, Julius Caesar nevertheless staked his political fortunes on a people's party and devoted himself to the problems of the poor. He dedicated his life to the ideas of liberty and justice. Through his belief in democratic principles and the reforms which he instituted, the tottering Roman empire was taken out of the hands of a corrupt ruling class and placed on a firm foundation of law, order, and justice. Because of Caesar, the empire flourished for two hundred years after his death.

He had a genius for military strategy and became one of Rome's greatest generals. By 60 B. C. he formed the First Triumvirate with Pompey and Crassus. When the senate, induced by Pompey, voted that Caesar should disband his army or be regarded as an enemy of the state, he led his army across the Rubicon and moved against Pompey in Rome, thereby virtually spearheading civil war. Victory came to Caesar, but he had only a year in which to enjoy his triumphs, before meeting death through assassination on the ides of March, 44 B. C.

Caesar's genius extended beyond military conquest and government. He was also a great orator and scholar. His *War Commentaries* is today one of our classics, and it was he who gave us our calendar. The month of July is named in his honor. Caesar's vision and genius paved the way towards our modern world, and long centuries of time have not dimmed his greatness.

KYLE, ELISABETH. *The House of the Pelican*. Illustrated by Peggy Fortnum. New York 17: Thomas Nelson and Sons. 1955. 256 pp. \$2.50. Where was the House of the Pelican? Janet said that she had found it behind the other old houses in Edinburgh's Royal Mile, and claimed that there was an old man living there who had showed her "a little yellow box with a bird that jumped out and sang when you pressed a spring." But she couldn't find her way back to the house. Mr. Bloomfield, an American visitor to the Edinburgh Festival, thought the "little yellow box" must be a valuable gold music box. So, while the rest of Edinburgh was busy with the Festival, Janet's brother, Pat, with Will Bloomfield and Chris, the real heroine of the story, set out to solve the mystery of the house, the old man, and the golden box.

LEMMON, K. S. *All About Birds*. New York 22: Random House, Inc. 1955. 152 pp. \$1.95. Nobody has counted every bird, of course, but scientists believe there are about a hundred billion of them in the world. In that tremendous feathered crowd there is an amazing assortment—the ostrich that may weigh three hundred pounds and the tiny hummingbird that weighs a good deal less than the letter on which you stick a three-cent stamp; the arctic tern that flies over 20,000 miles every year and the penguin that cannot fly at all; the oriole that hangs its dainty purse-shaped nest from slender twigs; and the cliff swallow that plasters clay against a rocky wall to make its nest. Yet different as they may seem, these birds have much in common as they build their nests, raise their young, and search for food. The author of this book has given an overall story of birds to show their similarities and differences, their amazing habits and believe-it-or-not achievements. Throughout the book he tells of specific birds—how to identify them and study them as a scientist, and how to make friends with them as a neighbor.

LOVEJOY, C. E. *Lovejoy's Vocational School Guide*. New York 20: Simon and Schuster. 1955. 220 pp. (8½" x 11"). Clothbound, \$3.95; paperbound, \$1.95. This book, a handbook of job training opportunities, is a catalogue of American opportunity. It provides a gateway to the almost limitless avenues offered to men and women, young and old, to learn how to better their lot in life. The author designed the book to do three things to help youth find the best vocational training. It gives clues to suitability for a chosen vocation; it helps youth plan their career training on the basis of definite opportunities which are available; and it helps them select the specific places where the training can be obtained.

One of its many features is a vocation training index, which analyzes jobs according to such major interests as mechanical, scientific, computational or clerical, selling, social service, artistic, literary, and musical, indicating in each case whether the field is open to men, women or both, and specifying the range of skills required. It also includes an occupational outlook chart, which lists over 300 of the most popular vocations and rates the chances of getting and holding a job in each of these fields. This volume give up-to-date information about more than 6,500 private and public vocational schools, including the courses given, length and time of study, tuition costs, entrance requirements, and certificates or diplomas conferred on completing the course.

MACKEYE, LORING. *Trail from Taos*. New York 17: Thomas Nelson and Sons. 1955. 191 pp. \$2.75. There were only 29 stars in the flag run up at Santa Fe that August day in 1846 when New Mexico became a territory of the United States. Young Jim Mento, a witness to the history-making moment, thrilled to the knowledge that this new country, which was now his home, was to be a part of America, while momentarily he wondered how he would feel if he were a Mexican, watching this strange flag being raised over the plaza. But he had little time for such speculation, for the Mento family soon had a serious problem. Pa Mento was a driver for Bent and St. Vrain of Taos, and in his absence Chief Two Cloud of the Apaches had abducted Jim's six-year-old brother, to take the place of his own dead son. Helpless and shocked, Jim and his mother appealed to Governor Bent and General Philip Kearny for aid in recovering the boy.

A few days later when a California-bound detachment of troops from the Army of the West rode out of Santa Fe, young Mento and Sacaduceus, the old mountain man, rode with them—to a council of the Apaches. The trail from Taos was to lead Jimmy Mento to danger and to strange adventures, to meetings with Kit Carson, with Pauline Weaver, "the man with a woman's voice," with Colonel Philip Cooke and his battalion of Mormons, and to the climactic encounter with Two Cloud.

MCCARTY, J. L. *Adobe Walls Bride*. San Antonio: The Naylor Company. 1955. 293 pp. \$3.50. This is a true story of the famous buffalo hunter and Indian scout, Billy Dixon, and his wife, Olive—and of the opening of the West. Olive King Dixon spent her wedding night near the site of one of the most valourous and most barbaric battles in Plains history. Where bullets and blood had marked to fame the site of Adobe Walls, the young woman from Virginia came as a bride.

Her husband had been the hero of the battle of Adobe Walls. He had come to the Panhandle in search of buffalo after a boyhood on the frontier, freighting and scouting and hunting buffalo, during which he earned a reputation as a marksman and a resourceful and dependable young man. He was twenty-four when the battle of Adobe Walls was fought; his prospective bride, one year old. Four children of Olive and Billy Dixon were born at Adobe Walls, signalling the relentlessly

advancing tide of civilization in the big, wonderful country that is the Texas Panhandle. A nation owes to Olive King Dixon, so truly typical of the pioneer woman of the Plains, and to her hero, one of the greatest Indian scouts, a debt of gratitude for civilizing the Great Plains empire and for bringing homes to the wilderness.

MEADER, S. W. *Guns for the Saratoga*. New York 17: Harcourt, Brace, and Company. 1955. 215 pp. \$2.75. Stephen Meader's new novel for young people is a recreation of a period and, in particular, of life at sea during the Revolutionary War. It is also the story of a boy whose imagination was fired by the newly created American Navy and who eventually became a part of it.

There was plenty of work in the early days of the war for all hands at the Batsto ironworks on the Mullica River in South Jersey. Cannon and shot were being made for Washington's Continental Army, and young Gideon Jones, whose father was the ironmaster, did his share. Privateers were built and outfitted along the Mullica to harry the coastwise shipping that carried supplies to the British in New York. When Gid had the chance, he shipped on one of them for several voyages. Then came a big order at the ironworks for nine-pounders for the Navy's new sloop-of-war, the *Saratoga*. When they were ready, Gid went to Philadelphia to help deliver them. Here he decided to sign on as a midshipman. From then on, almost to the *Saratoga's* dramatic end, Gid's life was given over to the struggling young Navy.

MILLER, H. L. *Plays for Living and Learning*. Boston 16: Plays, Inc., 8 Arlington St. 1955. 320 pp. \$3.50. The plays and programs in this book are designed to dramatize many of the important projects and topics in the elementary-school curriculum. They have been written to supplement classroom instruction and to provide children with the opportunity for actual learning in a dramatic setting. These twenty-five plays provide the teacher with entertaining and factually accurate dramatizations which can be incorporated into such units of instruction as citizenship, language, transportation, conservation, United Nations, weather, speech, etc. For example, "Paul Revere Rides Again" might well be read or produced in class as part of a unit on communications. "The Polka Dot Pup" might stimulate interest in fire prevention and inspire the development of a unit on this topic. Or the same play, included in an already established unit, could be the vehicle for displaying charts, exhibits, reports, and other aids to fire prevention—with the children using their own work as demonstration material.

MIRSKY, R. P. *Seven Grandmothers*. Chicago 7: Follett Publishing Company. 1955. 191 pp. \$2.95. The day the *inyanga* came to heal Nomusa's sick grandmother was an exciting one in the kraal. Nomusa was fascinated by the witch doctor's magic and her strange costume, the five dried gall gladders, the striped feathers in her straggly reddened hair, and the tuft of black fur that stuck out from the back of her head like a bushy tail. How exciting to be an *inyanga*! An *inyanga* wanted Nomusa for her apprentice, for everyone knew what a capable and courageous girl she was. But there was new magic in Zululand, and Nomusa was also drawn to Buselapi, who had studied nursing in Durban and whose ways of healing the sick were just as interesting as the *inyanga's*.

MORGAN, W. D. and LESTER, H. M. *Leica Manual and Data Book*. New York 17: Morgan and Lester, Publishers. 1955. 456 pp. \$6. This latest edition of the *Leica Manual* is making its appearance just 20 years after the first publication of its original version. It is an entirely new text with pictures explaining and illustrating the fundamental methods of photography with this classic 55mm camera, expanding these through latest available improvements in *Leica* equipment and



techniques. It contains much practical and proven information demanded by today's 35mm photographer. It offers a well-organized, dependable system of photography, made easier and more effective through greatly improved cameras, better lenses and accessories, and through the use of much better photograph materials which recently became available.

A separate section of *tables and formulas*, on special paper, appears at the back of the book. This part is a self-contained, complete reference book in itself. It is organized for instant access to practical and essential facts and data. There are complete tables of depth of field for each and every *Leica* lens; useful lens formulas; copying and close-up data; filter data; film data; complete formulary of developers for films, papers, and special purposes; formulas for stop baths, fixing baths, hardening baths, reducers, intensifiers and toners; and miscellaneous useful information.

Of special interest appears to be a section of new and complete guide numbers for flash photography with the modern new *Leica* cameras and *Leica* flash equipment. These tables were especially computed for this new edition of the *Leica Manual* by its editors, with the co-operation of the staffs of E. Leitz, Inc., the Photolamp Division of the General Electric Company and the Sylvania Photolamp Division. Backed by literally thousands of actual exposures made with all types and sizes of currently available flash lamps on representative types of black-and-white and color films, these new flash guide numbers will provide *Leica* photographers with the first authentic and dependable source of flash information that is specifically meant for the *Leica* camera and its associated flash equipment. This information will help readers to secure consistently uniform results in their flash work, and will save them many flash lamps, much film, and a great deal of time.

NEWBOLD, R. C. *The Albany Congress and Plan of Union of 1754*. New York 1: Vantage Press, Inc. 1955. 208 pp. \$3.50. Had the thirteen American colonies adopted the plan of union set forth by the Albany Congress of 1754, there might be no independent United States of America today. In this book we have the story of a highly significant but hitherto little-heeded historical event—a story showing clearly that but for political maneuvering and personal animosities among the colonists which resulted in the rejection of the Albany Plan, the American Revolution with its tremendous results might never have occurred. Up to now, the little that has been written about this momentous movement of colonial days has been confined to articles in historical periodicals or has lain submerged in footnotes, digressive paragraphs, or brief chapters in general histories.

PEMBERTON, LOIS. *The Stork Didn't Bring You*. New York: Lion Library, 655 Madison Avenue. 1955. 192 pp. 35c. This book discusses and answers many of those questions about which youth are curious, but in many cases too shy to ask those who know.

POWER-WATERS, ALMA. *The Story of Young Edwin Booth*. New York 10: E. P. Dutton & Company, Inc. 1955. 192 pp. \$2.75. Because he was such a dependable lad, Edwin Booth was chosen by his mother to accompany his father, Junius Brutus, when that erratic genius, after a rest with his family, returned to the stage. To the sensitive boy it was a terrible shock to learn that his father drank heavily and must, if he were to continue with his career as America's leading actor, be watched constantly.

It was a sad time for Edwin, but during it he awakened to the fact that he, too, loved the theatre, he could go on at a moment's notice, he instinctively knew how to interpret difficult parts. In New York, with the gala opening of *Richard III*



imminent, Junius Brutus suddenly refused to go on. Edwin took his place and took the audience by storm. It was the official beginning of one of the greatest careers in the theatre.

To California and back, to England after his marriage with lovely Mary Devlin, through his brother John Wilke's tragic end, on and ever on to his own best years goes this story of Edwin Booth, written by one who knows the theatre so well and writes about it with affection.

PRATT, A. D. *Three Frontiers*. New York 1: Vantage Press. 1955. 146 pp. \$2.75. *Three Frontiers* come alive in this vivid record of the authors life on three homesteads—on the Minnesota Prairies, in the Black Hills, and in Oregon. This is the unusual story of an unusual woman, sensitive to the beauty of the unspoiled wilderness, accepting beasts and birds—even insects—as her friends. The authors keen response to the out-of-doors, to all living things, shines through every page.

As you read, you will smell the pungent sagebrush, see the sunsets and the trees, feel the summer heat of the sun, the icy winds blowing over the snow, the anguish of fighting forest fires. You will see in a new light the charm of tiny Leghorn chicks, ponies, little naked birds fallen from their nests—yes, even caterpillars and snakes and toads as they looked to a little girl, then to a mature woman with an innate love for them all.

You will enter the authors efforts to rescue birds and beasts and creeping things and her whimsical indulgence as she looks back upon these childhood adventures. You will feel her weariness as she plows her fields, tries to protect her garden from rapacious jack rabbits, hovers over her leghorns and protects them from coyotes, puts in her crops and harvests them, and fights losing skirmishes with "Old Oregonians" . . . reveling in it all, in spite of hardships and disillusionment.

PRATT, FLETCHER. *All About Rockets and Jets*. Illustrated by Jack Coggins. New York 22: Random House, Inc. 1955. 145 pp. \$1.95. With a high-pitched shriek, a plane without propellers knifes through the sky like a streak of lightning. It is a jet plane—traveling faster than the speed of sound! But the speed of sound is only 740 miles an hour. And scientists estimate that a space ship to the moon will have to travel faster than 25,000 miles an hour to escape the earth's gravity. To achieve this speed, travel will probably be by rocket, the most efficient and most powerful engine in existence today. A rocket plane moves so fast that wings aren't even necessary. It becomes a projectile like a bullet shot from a gun.

The first rockets, invented by the Chinese more than 750 years ago, were simple paper tubes packed with gunpowder somewhat like our modern fireworks rocket. By now the rocket engine has been developed so that it can be used to drive submarines and aircraft. Most rocket scientists agree that it is possible to build a rocket ship which could go from the earth to the moon.

This book explains the workings of these amazing aircraft and the possibilities for their future development. The author gives a scientific report on rockets and jets of today and plans for travel into outer space. Dozens of pictures and diagrams by Jack Coggins add further information and interest to a story that is simple enough for young readers and truly fascinating for all ages.

PRESTON, CHARLES, editor. *The Power of Negative Thinking*. New York 18: Ballantine Books, 404 Fifth Ave. 1955. Paperbound, 35c; hardbound, \$2. A collection of 100 new humorous cartoons.

REISHUS, MARTHA. *The Rag Rug*. New York 1: Vantage Press, Inc. 1955. 266 pp. \$3.50. This family history spans two centuries, ranging from eighteenth-

century Norway to present-day America. Few authors have described two such migrations—from Europe to these shores, and from East to pioneering West—from the individual rather than the historical viewpoint. In these pages we meet a multitude of vivid figures. There is, first of all, Sondre, happy-go-lucky vagabond turned respectable for love of a woman, even to the point of building a house with his own hands, thereby founding the family name, *reis*-building, *hus*-house.

We witness the life and death of his son, Olav, and move on through time to Olav's son, Sondre. With this, Sondre and his wife, Ingeborg, the westward movement begins—the long voyage to the New World.

With them we experience the joys and sorrows of an ever-growing family, the trials and rewards of building and cultivating one homestead after another in Wisconsin, Minnesota, and North Dakota—each new home farther west than the one left behind. We come to understand the tug of two loyalties, one to the native land, the other—newer but no less profound—to the strange, immense country that has become a second home.

SCHOOR, GENE. *The Leo Durocher Story*. New York 18: Julian Messner, Inc. 1955. 187 pp. \$2.95. Leo Durocher was born in West Springfield, Massachusetts, on the wrong side of the tracks, in an atmosphere of poverty and hoodlumism, and learned the art of self-defense at an early age. He grew up to be belligerent, tough, and glib, and his greatest interest in life was baseball. His professional tryout was with the Hartford team of the Eastern League. As a sensational infelder, he captured the interest of Miller Huggins who brought him to the Yankees. However, Leo needed a year or two of seasoning before he would be of real value, so back he went to the minors.

Everyone who has followed Leo Durocher's career knows about his constant clashes with players, managers, and umpires and how, as a result of the tensions he created, he was shifted from team to team until he landed with the Brooklyn Dodgers. By now, too, what had started out to be showmanship became part of his own drive to establish himself as a "big man" on the ball clubs. Certainly he was a colorful player who instilled something of the college spirit into every team with which he was associated.

DR. SEUSS. *On Beyond Zebra*. New York 22: Random House, Inc. 1955. 64 pp. \$2.50. A humorous story for elementary readers. Illustrated in color.

SHAW, E. B. *World Economic Geography*. New York 16: John Wiley and Sons, Inc. 1955. 590 pp. \$6.50. In this introduction to economic geography, the author has drawn upon his quarter-century of teaching and business experience to produce a work which emphasizes the *fundamental principles* of geonomics. He has explored the physical and man-made factors which contribute to the economic growth of countries, and has included and analyzed sufficient factual material to provide the reader with comprehensive knowledge of world economic geography.

In the first five chapters, four main approaches to economic geography are examined in detail. The economic geography of rubber is discussed, illustrating the *commodity* approach; the regions of Guatemala are analyzed to demonstrate the *regional* approach; the commercial corn-mixed farming of the Corn Belt presents the *activity* approach; and the *principles* approach is stressed through an examination of the world's mineral industries. Examples of these approaches are also incorporated in the remaining chapters.

The author has made a special point of including a discussion of place geography. He has listed locations for the significant producers of the world's major commodi-

ties, and after each chapter has included an examination of the value of each region to the various world powers. A large amount of descriptive material and illustrations—maps, graphs, and photographs—has been included, and an annotated bibliography has been provided for each chapter. Cartography for the book is the work of Jameson MacFarland.

SHEFTER, HARRY. *Short Cuts to Effective English*. New York 20: Pocket Books, Inc., 630 Fifth Ave. 1955. 304 pp. 35c. This book is a striking departure from the traditional textbooks on correct English usage. Its emphasis is both functional and creative. Use of the work-text will help unskilled students to master the fundamentals of good English within a comparatively short period. The essence of the author's approach is identified as the "using what you know method." This involves five techniques that the student has used many times before in other learning activities—test it, reverse it, add to it, cross out, and substitute. This process will interest and motivate the student so that he will develop his language powers to a maximum extent. The text also includes a daily program for self-improvement and a separate section of English questions from typical city, state, and Federal civil service examinations. A teachers' guide for *Short Cuts to Effective English*, prepared by the author, is available from the publishers on request.

SHERRIL, L. J. *The Gift of Power*. New York 11: Macmillan Company. 1955. 219 pp. \$3. This book asks three vital questions: Why is man so profoundly disturbed today? Is the Christian religion relevant to contemporary conditions? How can the church's educational work be made more relevant to the deeper needs of our time? These questions bring into focus the widely recognized gap between man's scientific and technological advances and his undeveloped spiritual power. To bridge this gap, Dr. Sherril explains the potential of the self and the root of man's anxieties. He believes that each individual is unique and infinitely varied, with many capacities that can be best realized through the church's educational program. At the same time, he sees man as "capable of community" and able to reach a "togetherness" of existence, in relationship to his fellowman and to God. With the high standard of his previous books, the author supports the view that the goals to be sought are the wholeness of self and effective Christian witness.

SMUCKER, B. C. *Henry's Red Sea*. Scottdale, Pennsylvania: Mennonite Publishing House, 610-16 Walnut Ave. 1955. 104 pp. \$1.65. This is a story based on experiences of approximately a thousand refugees from Russia who were stranded in Berlin in 1946. Henry, a boy of 12, is the main character in this exciting narrative, and his constant life of danger makes this book a thrilling story of adventure, excitement, and escape. The description of Henry's flight from Russia, his search for his father, of the rescue, and the help of the American army all contribute to the sense of historical reality so meaningful to children of this age. The miracle of the final climax is a breathless chapter of history that leaves the reader spellbound. Peter and Elfrileda Dyck, who engineered the escape from Berlin while serving under the Mennonite Central Committee, are now living in Moundridge, Kansas, where he is pastor of the Eden Mennonite Church. Written for boys and girls ten to fifteen years of age.

SPURRIER, W. A. *Guide to the Good Life*. New York 17: Charles Scribner's Sons. 1955. 256 pp. \$3.50. "The purpose of this book," says the author, "is to say something to the Christian layman on the relation of the Christian faith to daily living." It is his conviction that most of us have great difficulty in making our daily life Christian, and yet most of us sincerely want to be more than "Sunday

Christians." The first two chapters give the basic problems and the foundation for Christian ethics. The book is then divided into two main headings, *Personal Ethics* and *Social Ethics*. The former deals with the individual and his development—getting on with people, courtship, and marriage, vocation, and what makes for a happy constructive life as opposed to a dreary uncreative existence. Under the heading of *Social Ethics* comes a treatment of such problems as the state and politics, economics, international relations, and race relations. Underlying these discussions is always the fundamental purpose of the book: How can right attitudes and right actions in these areas be developed?

STRODE, HUDSON. *Jefferson Davis: American Patriot, 1808-1861*. New York 17: Harcourt, Brace, and Company. 1955. 480 pp. \$6.75. This full-scale biography of Jefferson Davis covers his years as West Point cadet, as lieutenant on frontier duty, hero in the Mexican War, as Representative, Senator, Secretary of War, and ends with his inauguration as President of the Confederate States in February, 1861. The book not only throws new light on the formative years of one of the most misunderstood figures in American history; it is also a colorful and detailed history of the period and provides revealing insight into the South's view of the gathering crisis. The author includes newly discovered material about one of the least-known periods of Davis's life, his marriage in 1835 to Sarah Knox Taylor, daughter of Zachary Taylor, and her tragic death three months later. The role of his brother Joseph, wealthy cotton planter, is also brilliantly indicated. The author has had access to scores of letters never before seen outside the family, including love letters to Varina Howell, whom Davis married in 1845.

The life which followed for this handsome and sought-after couple in antebellum Washington, Davis's oratorical eminence in Congress, his friendship with President Franklin Pierce, his success as Secretary of War (1853-1857), his return to the Senate as secession loomed, and his moving farewell speech in January, 1861—all this is presented as the dramatic unfolding of a tragic life, against a background of momentous national events. Complete in itself, this book is the first part of a two-volume work about the life of Jefferson Davis.

SUTCLIFF, ROSEMARY. *Outcast*. New York 3: Oxford Book Company. 1955. 239 pp. \$2.75. When a great storm came, the Roman trading vessel was wrecked on the treacherous coast of southwest Britain, and the infant son of a Roman soldier was the only survivor. Beric grew up with a Briton tribe, but to his foster people he remained an alien, one of the Red Crests. So when bad times came, the tribe held him responsible and cast him out. Rejected by the only life he knew, the boy turned to his own people, but Rome too rejected him. Lost, bewildered, a captive in his father's land, he escaped from slavery, only to be captured again and condemned to labor for the rest of his life on the rowing benches of a galley of the Rhenu Fleet.

TAYLOR, DAVID. *Farewell to Valley Forge*. Philadelphia 5: J. B. Lippincott Company. 1955. 378 pp. \$3.75. In the desperate year of 1778, Philadelphia is occupied by the British. Not far away in Valley Forge the ragged and courageous army of George Washington is just coming through its bitter winter stand. Meanwhile the Continental Congress is being beleaguered by a number of officers and influential people to replace Washington as commander of the patriot armies. At the center of this cabal is General Charles Lee.

In this setting of intrigue and revolutionary passion, the author has woven a sanguine and stirring narrative of young Captain Jonathan Kimball of Virginia,

assigned to live as a servant in the house of Enoch Ladd, an imprisoned Patriot ship-owner, and to spy on the British. With him in this enterprise is the lovely daring Elizabeth Ladd, daughter of the household and spy herself. Mutually suspicious at first, Jonathan and Elizabeth only come to trust one another after each has been through some dangerous escapades. There is the time Elizabeth overhears some vital information at a masquerade ball she attends on a stolen invitation, and the time when Jonathan helps La Fayette out of trap set by the British.

WALDSCHMIDT, JEAN. *Mystery of the Old Thorndyke*. New York 17: Thomas Nelson and Sons. 1955. 189 pp. \$2.50. A fabulous relic of pioneer times, the old Thorndyke was finally to be torn down. With cobwebs on its chandelier and thick dust on its ornate Italian furniture, one could scarcely believe that this was the great hotel of the prairies, which had sustained many a cowhand on the long cattle trails. How many stories could the old walls tell; how many mysteries were to remain unsolved? Only a short time ago, two men had vanished within its depths without leaving a trace. When Professor Wilkinson of Widwestern University slipped and broke his leg, his sons, David and John Paul, had to take his place, turning the old hotel over to the wrecking crew. What began as routine procedure ended as the most exciting week of their lives.

WARREN, R. P., and ERSKINE, ALBERT, editors. *Six Centuries of Great Poetry—From Chaucer to Yeats*. New York 16. Dell Publishing Co., Inc. 1955. 544 pp. Single copy 50c, two or more copies 35c each. This is an extensive collection of the greatest English lyric poetry, the enduring works of more than 100 masters. The volume includes an introduction by the editors, an index of the poets, and an index of titles and first lines. Poems are arranged chronologically.

WARRINER, J. E., and BLUMENTHAL, J. C. *English Workshop*, 4 books. New York 17: Harcourt, Brace, and Company. 1955. There are also separate books for grades seven and eight. Each chapter in each workbook contains a review lesson and a cumulative review. Each workbook has approximately 2,800 drill sentences and is accompanied by a 32-page booklet of *Mastery Tests* which provides 600 additional drill sentences. All these drills can be easily scored by an answer key furnished free to teachers on request. A spelling lesson and a spelling review appears in each chapter of each workbook. Also, the inside front cover of each workbook lists 50 spelling demons which are continually reviewed throughout the workbook.

*Grade 9*—(222 pp. and 103 lessons, \$1.) The book is divided into eleven chapters, it reviews the parts of speech. Some of the specific area covered are grammar and usage focused on agreement, irregular verbs, and the use of pronouns; paragraphing, outlining, and the friendly and business letter.

*Grade 10*—(224 pp., 119 lessons, \$1.) This book is divided into fifteen chapters. Chapters 1-4 and chapter 6 gives a rapid review of grammar and correct sentence structure as a base for the remaining sections of the workbook; the study of grammar and usage focuses on the complex sentence and stresses sentence building and sentence improvement (ch. 5, 7-12); three composition chapters (13-15) stress the writing of unified, coherent paragraphs, explore sources for student themes, and give practical training in letter writing.

*Grade 11*—(223 pp., 119 lessons, \$1.) This book is divided into 15 chapters. Chapters 1-6 pay particular attention to persistent problems of usage. Included is a full review of the parts of speech; for example, lessons 18 and 19 in chapter 3 devote considerable time to the problem of the correct use of tenses. The complex sentence as a device of subordinating ideas is discussed in chapter 7. A new lesson

(51) "Improving Sentences by Subordination," has been added to this chapter. Other methods of subordination are treated in later chapters. Two composition chapters (14 and 15) stress the structure of composition and give many suggestions for writing longer themes.

*Grade 12*—(256 pp., 96 lessons, \$1.12.) This book is divided into ten chapters. This workbook, a completely new book for high-school seniors, reviews the essentials of grammar and the fundamentals of composition needed by high-school graduates. *Part One* (chapters 1-4) reviews punctuation, capitalization and the grammar terms of standard written usage. *Part Two* (chapters 5-7) applies the knowledge of grammatical terms to sentence structure, emphasizing sentence completeness, subordination of ideas, and the correct use of modifiers. *Part Three* (chapters 8-10) completes the review course in grammar, treating specific problems of agreement, pronoun usage. *Part Four* stresses paragraph structure, unity, coherence, outlining, and logical reasoning as a basis for treating the longer theme and writing a research paper (lesson 89-95). There are numerous sources for writing throughout this section. Fifteen Word Study sections introduce a total of 150 words in a variety of exercises to develop both meaning and usage.

WATKINS, RICHARD. *Sailor Rudd*. New York 17: Thomas Nelson and Sons. 1955. 191 pp. \$2.50. Landlubber Sandy has wrecked Bart's boat and the question was, why had he tried to sail the drifting *Quonnet*, instead of rowing her ashore? Why wouldn't Bart talk—or at least take a swing at him, Sandy wondered. There was the bill from the boat yard—and no money to pay it. His dad mustn't know about the wreck and he couldn't bother old Doc Corey who had troubles of his own.

Sandy gritted his teeth and settled down for the winter at the desolate summer resort and in the hostile atmosphere of Deptford High, since the expensive private school was out now. He looked for work to earn enough to pay for the *Quonnet's* repairs. At last there was a job at the boat yard. But Bart worked there after school, too. Could Sandy make good? His hands were all thumbs.

A yarn told by Doc Corey roused Sandy's interest in mud-clogged Masthead Channel. That would make a good newspaper story. But when he took it to the office of the *Journal*, Bart had been there first. Hostility between the two boys simmered until the day the catboat signaled for help. The rescue meant taking the work boat through Masthead Channel—to two big discoveries: one that would benefit all the neighbors on Pequonnet Cove, and one of even more importance to Bart and to Sailor Rudd.

WEHEN, J. D. *The Tower in the Sky*. New York 10: E. P. Dutton and Company, Inc. 1955. 192 pp. \$2.75. The Archbishop was forever running away. The Archbishop was a black cat with a white cross on his nose. If Terri and Gigi, the pretty daughters of Mamma and Papa Monnard, proprietors of the *Hotel Alpine Rose*, had not been out on the mountain looking for him, they never would have met David Forrest, the young American with the camera. On impulse they invited him to dinner at the Inn.

That same evening Uncle Henri Borgeaud, colonel in the Swiss Army and also a guest at the Inn, missed his revolver. Now comes a mystery within a mystery. Mamma Monnard discovered another revolver in the room of beautiful Comtesse de Ferrier, and on Christmas Eve Uncle Henri was found bound and gagged! But this fast moving story is far from grim, for it shows Switzerland and Swiss life at their loveliest. Skiing, sleighing, feasting, and finally a thrilling rescue from an avalanche, all form the background for an enchanting romance.



WHITE, ANNE TERRY. *Will Shakespeare and the Globe Theater*. New York 22: Random House. 1955. 186 pp. \$1.50. He was no university man, but Will Shakespeare left a mark in the world such as no university man ever left before or since. One the opening page of this book we see him, at the age of 22, riding to London to seek his fortune on the stage. His first interview was discouraging, "Go home to the provinces," advised James Burbage, noted actor and owner of England's first theater.

Unheeding, Shakespeare stayed. And during the next twenty-five years he wrote the plays that have been the wonder of the ages. He also had an important part in the building of the Globe Theater which has forever been coupled with his name. It was on this stage that Julius Caesar, Othello, King Lear, and Macbeth first made their appearance. Captains and kings, nobles, merchants, ladies, citizens soldiers, peasants—all whom Will called on stepped out of the shadows and lived again their little hour upon the stage.

WILSON, RICHARD. *The Girls from Planet Five*. New York 18: Ballantine Books, 404 Fifth Ave. 1955. 190 pp. Paperbound, 35c; handbound, \$2. A science fiction novel in which a host of lovely ladies from outer space invade the United States.

YOST, BARTLEY, *Memoirs of a Consul*. New York 1: Vantage Press, Inc. 1955. 186 pp. \$2.75. Bartley Yost began his career in the U. S. Foreign Service as Deputy Consul General at Paris. It was a happy time to be in the City of Light—just before World War I. But the war changed all that. For years afterward his assignments brought him into contact with nations disturbed by internal upheaval or impoverished by conflict with the neighbors, except for a spell of five years in Canada.

A consul's work for the most part is routine—protection of his countrymen and their commercial interests. But challenging problems can arise, and in Mr. Yost's case they did. German submarine attacks kidnappings for ransom, and the obstreperous conviviality of American sailors ashore, enlivened his days—and nights; and in Mexico there were revolutions, kidnappings, and Yaqui wars.

Mr. Yost's last years in the service were spent in Cologne, as Hitler's star began to rise and Germans everywhere fell ill with the Fuehrer's contagious ego inflation. But the author has a kind regard for the average German citizen and admiration for Germany's scenic beauty and the relics of its past. His vivid descriptions of towns, cities, ruined castles, historic monuments, and other evidences of former grandeur, not only in Germany, but also in France, Spain, and elsewhere enhance the sparkle of his entertaining book.

ZAREM, LEWIS. *The Green Man From Space*. New York 10: E. P. Dutton and Co., Inc. 1955. 160 pp. \$2.50. To have seen a man from outer space at close range and then to have lost him again—that is what happened to Stoney Summers the day he took up the great Delta-X, newest Air Force research plane, for Colum Aircraft. Stoney was leaving the following day to join Space Incorporated as their test pilot for their top secret, MOV 1, in its trial flight into outer space. His crash landing of the Delta-X and his discovery of and subsequent loss of "the green man" were looked upon skeptically by Colum Aircraft. However, Space Incorporated believed him and with their aid he did recover the strange man in a desert cavern.



### Pamphlets for Pupil-Teacher Use

ANDERSON, E. W. *Teaching as a Career*. Washington 25, D. C.: Supt. of Documents. 1955. 24 pp. 15c. Contains information and judgments on duties, requirements, opportunities, satisfactions, and annoyances in teaching as a life work.

*Annotated List of Books for Supplementary Reading*. Brooklyn 13: Children's Reading Service, 1078 St. John's Place. 1955. 68 pp. No charge to any school teacher, librarian, principal or superintendent who requests one on official letterhead, otherwise 25c in stamps or coin. This catalog presents a carefully chosen list of 1,000 children's books from more than 40 publishers, arranged by topics and school-grade levels for kindergarten to ninth grade. There are several new features in this 1956 edition—books to stimulate the beginning reader to desire to read, books suitable for remedial reading, and particularly books for use in the social studies areas. Exhibits are offered for display at PTA Book Fairs. These Fairs provide teacher, pupil, and parent with an opportunity to select and purchase good books. The individual school earns an income from each sale. Individual school, city, or county Exhibits are also available to provide school personnel with an opportunity to inspect books before placing requisitions. Library books—juvenile and adult—of all publishers may be secured at school discounts from the Children's Reading Service. This service enables schools and libraries to combine all their book purchases into one order, one shipment, and one invoice.

EVERY, C. E., and KIRKENDALL, L. A. *A Progress Report on the Oregon Developmental Center Project in Family Life Education*. Portland 4: E. C. Brown Trust, 220 S. W. Alder Street. 1955. 46 pp. Discusses background and philosophy, in-service orientation and training of teachers, community understanding and support, and teaching projects.

BEVANS, L. E., and BELL, BERNARDINE, compilers. *General Business in the Education of Young Adolescents*. Sacramento: California Dept. of Public Instruction. 1955. 93 pp. This publication is an outgrowth of experimental studies which were designed to acquaint young adolescents with economic concepts as they are applied in local communities. The business practices presented in this book were used successfully in pilot studies designed to focus the attention of youth on the business life of the community in which they live.

*Book Bazaar Manual*. New York 36: Scholastic Teacher Magazine, 33 W. 42nd Street. 1955. 50c. Contains the details of Book Bazaar planning and organization. The teacher, or the librarian, is simply the co-ordinator who supervises the Book Bazaar. The manual does the rest by telling how to arrange displays, where to get books, and how to plan entertainment.

CALIFORNIA COMMITTEE ON TEMPORARY CHILD CARE. *Care for Children in Trouble*. New York 16: Public Affairs Pamphlets, 22 East 38th Street. 1955. 32 pp. 25c. A summary of the report of the committee showing what happens to children who wait for court hearings.

*The Carleton Faculty Study of Teacher Education*. Northfield, Minn.: Carleton College. 1955. 46 pp. Presents the sentiment of the Carleton College Faculty's Seminar on teacher education and the reactions of Professor Paul Woodring to the discussions in the Seminar which he conducted, his observations on Carleton's teacher-preparation program, and his own feeling in the education controversy.

COMMITTEE ON EVALUATION OF ENGINEERING EDUCATION. *Report on Evaluation of Engineering Education*. Evanston, Illinois: Northwestern

University, American Society for Engineering Education. 1955. 36 pp. This report was adopted last June by the American Society for Engineering Education and has been widely discussed by leaders in engineering education and in industry. Included are the recommendations for high school-college articulation and a call for a greater emphasis on humanistic and social studies and on the ability to use language effectively.

COMMITTEE ON TEACHING ABOUT EDUCATION. *What Do They Learn—About Education?* New York 27: Metropolitan School Study Council, 525 W. 120th Street. 1955. 40 pp. A report on practices used in public schools to teach students about educational provisions and issues.

CONGRESS OF INDUSTRIAL ORGANIZATIONS, Department of Education and Research, 718 Jackson Place, N. W., Washington 6, D. C., Publications of: *Build Democracy in the Classroom*. 1955. 16 pp. 15c. The brief for the C.I.O. submitted to the Supreme Court of the United States *re* desegregation. *Government by Minority*. 1955. 16 pp. 15c. Presents a case for Federal and state legislative reapportionment in order to gain greater equality in our representative government. *What's Behind the Drive for "Right To Work" Laws?* 1955. 32 pp. 15c. A brief against the "Right To Work Laws" now enacted in 17 states.

DeWITT, W. A. *The United Nations—Ten Years of Achievement*. New York: Public Affairs Committee, 22 E. 38th Street. 1955. 32 pp. 25c. This pamphlet finds substantial grounds for believing that we have only begun to make use of the real possibilities of the UN for lessening distrust and misunderstanding and laying the foundations for a lasting peace. "Ten years of UN effort have proved that the organization has a considerable capacity for keeping the peace and preventing aggression," Mr. DeWitt believes. "But these years have also revealed that the UN has the ability, in the long range more hopeful, to recognize the basic causes of war and to take positive action for enduring peace . . . So long as men keep talking, using their tongues instead of weapons to move toward their goals, the hope for peace endures," the pamphlet concludes.

*Educational Aids for Schools and Colleges, 1955-1956*. New York 17: National Association of Manufacturers, 2 E. 48th Street. 1955. 24 pp. Lists and describes aids available from the NAM to schools and colleges prepared to stimulate student interest. A classroom discussion of subjects affecting the American in school, on the job, and at home.

*Educational Exchange Under the Fullbright Act in 1954*. Washington 25, D. C. Supt. of Documents. 1955. 16 pp. 10c. The eighth annual report on this program.

*Everybody Invests in Our Public Schools*. New York 27: The Institute of Administrative Research, 525 W. 120th Street. 1955. 64 pp. \$1.50. Suggestions for secondary-school teachers for developing a unit of instruction on education prepared by an associated public school system committee on education.

*Exchange Teaching Opportunities and Summer Seminars for American Elementary, Secondary, and Junior College Teachers Under the International Educational Exchange Program*. Washington 25, D. C.: U. S. Dept. of Health, Education, and Welfare, Office of Education, Division of International Education. 1955. 29 pp. Discusses the program and lists and describes teaching opportunities on an exchange basis available by countries.

FINEGOLD, S. N. *Words for Work*, Revised. Boston 10: Jewish Vocational Service of Greater Boston, 72 Franklin Street. 1955. 140 pp. \$1. Experience has shown that job placement is considerably facilitated when there is a knowledge of

basic job terminology for a particular trade even though conversational English may still be limited. The trades selected are a sample of those where new Americans have been successfully placed in jobs both at this Service and in other agencies. Trade terms are given in both English and German. This book has been used successfully by English teachers and vocational and placement counselors in various sections of the country as a working tool in dealing with persons of limited conversational English.

FORNWALT, R. J. *Job Getting Guidance for Young People*. New York 3: The author, Big Brother Movement, 33 Union Square West, 1955 (October.) 5 pp. (8½" x 11", Mimeo.) 10c. Discusses what to do in applying for a job, as well as after one is on the job.

*Good Guidance Practices in the Elementary School*. Sacramento: California State Department of Education. 1955. 85 pp. Contains numerous descriptions of guidance practices in California schools that are considered to be sound and forward looking. This publication is a sequel to *Guidance in the Elementary School*, published about a year ago by the California State Department of Education.

*Guide for Textbook Selections: Procedures and Criteria*. Los Angeles 12: Superintendent of Schools, 808 North Spring Street. 1955. 48 pp. Includes a list of textbooks that may be purchased by governing school board in Los Angeles County, California. Also include a discussion of general policy, the criteria used in evaluation and how they were determined, and sample criteria rating forms. Also available is another new publication entitled *If You Use Free Materials* (18 pp.) which deals largely with criteria for determining suitability.

HILL, L. C., and MEHRENS, H. E. *The Farmer's Wings*. Washington 6, D. C.: National Aviation Education Council, 1025 Connecticut Avenue, N. W. 1955. 48 pp. 50c. The vacation happenings of a boy who makes the city-farm summer vacation visit and finds the farm cousin using the most modern methods of farming, including the family plane with the home landing strip. This will be interesting reading for all city boys who are interested in the farm cousin and *vice versa*. Intermediate grade and secondary-school level.

*If You Want To Do a Science Project*. Washington 6, D. C.: National Science Teachers Association, 1201—16th Street, N. W. 1954. 20 pp. 25c. Presents guideposts and stepping stones, do's and don't's, some projects, and tips to teachers. Also available from the same source is *Materials and Services Available in 1955-56*, a pamphlet to encourage future scientists.

*Keep on Learning*. Washington 25, D. C.: Department of Defense. 1955. 20 pp. free. Tells how a soldier can advance his education when serving in the Armed Forces and ties up with the publication *Your Life Plans and the Armed Forces*, available from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. (\$2).

KIRK, CAMERON. *Only One Pair to a Customer*. Montclair, New Jersey: The Economics Press, Inc., P. O. Box 460. 1955. 16 pp. 12c. This pamphlet is designed to show how to use your eyes properly and avoid eyestrain; to teach eye safety and show that safety glasses—where required—make sense; to encourage people who need corrective glasses to wear them; and to encourage periodic eye examinations to detect and correct eye problems in their early stages.

*Many Happy Returns—To the 40's, 50's, 60's and Over*. Chicago 6: National Dairy Council, 111 North Canal Street. 1955. 16 pp. 10c. Provides practical guidance in the selection of food suited to the "older years." Also available is a 16-page

booklet describing the national and local programs of the Dairy Council organization. It describes the purpose, function, and program services of the organization on the national, state, and local levels.

MASON, C. C. *Our Tulsa Schools*. Tulsa, Oklahoma: Office of Superintendent. Annual report of the superintendent with major emphasis on expanding citizenship education—"education for that important "R" of Responsibility to our American heritage."

MAYOR, J. R. *Science Teaching Improvement Program*. Washington 5, D. C.: American Association for the Advancement of Science, 1515 Massachusetts Ave., N. W. 1955. 24 pp. Free. Discusses shortage of science teachers and suggests ways to reduce this shortage.

1955-1956 *Handbook*. Malverne: New York State Public High School Athletic Association, Secretary-Treasurer, Malverne High School. 1955. 72 pp. 15c or 2 copies for 25c. Contains rules, regulations, code of ethics, standards, by-laws, etc. about athletics for the state.

1955-1956 *WNYE Radio Manual for Teachers*. Brooklyn: Superintendent of Schools, 110 Livingston Street. 1955. 208 pp. Describes and lists radio broadcast of the Board of Education's Radio Station WNYE programs, broadcasted from 9:15 A.M. to 5:30 P.M. Mondays through Fridays. Teaching aids included.

*The Oregon Developmental Center Project in Family Life Education*. Portland 4: E. C. Brown Trust, 220 S. W. Alder Street. 1955. 64 pp. Presents background of the project and a working definition of family life education. Also describes, analyzes, and comments on developmental center in McMinnville, Baker, and Dallas.

OSBORNE, ERNEST. *How To Teach Your Child To Work*. New York 16: Public Affairs Pamphlets, 22 E. 38th Street. 1955. 32 pp. 25c. Describes two families showing how time has shifted ways of working and, consequently, all experiences of people. Shows the need for a more thorough and universal program of work experience.

RUBY, NORMIE and HAROLD. *Stairway to College*. Boston 8: Porter Sargent, 11 Beacon Street. 1955. 80 pp. Cloth, \$2.20; paper, \$1.10. This is a step-by-step approach for the junior high-school student planning to go to college. Its thesis is that if the junior high-school student is to gain entrance into the college of his choice, he must begin to prepare now, as competition among college applicants will become stiffer and stiffer. Today leading colleges and universities throughout the country are rejecting 3 out of 4 applicants. By 1960, unless facilities for higher education are greatly expanded, it is estimated that 6 out of 7 applicants may be unsuccessful. The authors have purposely styled the book for easy reading and understandability for the teenager. The book should prove a boon to guidance counselors and to parents of prospective college students.

SCHLOSS, SAMUEL; HOBSON, C. J.; and FOSTER, E. M. *Statistics of State School Systems: Organization, Staff, Pupils, and Finances, 1951-1952*. Washington 25, D. C.: Superintendent of Documents. 1955. 115 pp. 35c. Chapter 2 of the *Biennial Survey of Education in the United States, 1950-1952* presenting data chiefly for full-time public elementary and secondary schools, exclusive of junior college. Also includes estimated data on non-public schools.

*School Shop—Learn Safe Work Habits Here*. Washington 25, D. C.: Supt. of Documents. 1955. 16 pp. 10c. This guide is made available as an aid to teachers of trade and industrial shop subjects. It will be of value in impressing on pupils the importance of and necessity for learning to work safely under all conditions

in the interests of their own and fellow pupils' welfare. The first part of the guide deals with general safety principles applicable to any job situation. In the second part, the illustrations on "safety reminders" suggest desirable patterns of thinking about and planning for safety at work.

SMYTH, H. DeW. *The Place of Science in Contemporary Society*. Boston 8: American Unitarian Association, 25 Beacon Street. 1955. 29 pp. An address delivered before the Association.

*Socio-Guidramas* published by Occu-Press, 489 Fifth Avenue, New York 17, New York, at 50 cents each, include the following playets—about 10 minutes long—for high-school student presentation: *Do's and Don'ts on Dates*, *Bottle of Trouble*, *Jill and Perry Go Military*, and *Look Who's Smoking!*

STERN, P. VAN D. *Our Constitution*. New York 17: Birk and Company, Inc., 270 Park Avenue. 1955. 32 pp. Special quantity price to schools is 16c per copy, plus postage. Minimum order is 20 copies. The original text and the simplified version of the Constitution are printed side by side, in parallel columns. In between is a pictorial history of the United States. Included in the original version are the sections which are now obsolete; footnotes explain why these sections were rescinded or changed. The simplified version has been checked by historians and legal authorities to make certain that it interprets the original faithfully. The famous Preamble is left unchanged. The booklet includes an introduction by Allan Nevins, Pulitzer prize-winning Professor of American History at Columbia University.

STONE, J. C. *Supply and Demand: Certificated Personnel in California Public Schools, 1955-1956*. Sacramento: California State Department of Education. 1955 (July) 46 pp. Reports the seventh of a series of studies carried on by the State Department of Education in an effort to provide basic information regarding the great need for teachers.

*Teaching the Three R's in the Secondary School*. Plainfield, N. J.: Lester D. Beers, 1035 Kenyon Avenue. 1955. 83 pp. \$1. The 1955 Yearbook of the New Jersey Secondary-School Teachers' Association.

THE UNITED STATES COUNCIL OF THE INTERNATIONAL CHAMBER OF COMMERCE, 103 Park Ave., New York 17, New York. Publications of: *GATT, an Analysis and Appraisal of the General Agreement on Tariffs and Trade*. 1955. 104 pp. \$1. A comprehensive and documented study of the General Agreement providing a thorough study of the background, organization, achievements, and problems of the General Agreement. *How Distribution Through Wholesalers and Retailers Helps You*. 1955. 24 pp. 25c. A special report by the ICC's Commission on Distribution. Thirty photographs plus charts and text illustrate the role of distribution in a nation's economy. The report urges fuller use and appreciation of modern methods of distribution and recommends a relaxation and levelling of the tax burden on distribution. *The Organization for Trade Co-operation and the GATT*. 1955. 16 pp. 30c. A companion piece to the U. S. Council's study of the General Agreement on Tariffs and Trade. Includes a statement by the Council's Committee on Commercial Policy endorsing the OTC and the revised GATT plus an analysis of both by the Council's economic adviser, Professor Harry C. Hawkins.

WAGNER, L. E. *Major Issues in Economic Education*. Iowa City: Bureau of Business and Economic Research, State University of Iowa. 1955. 38 pp. \$1. This monograph sets forth a statement of the issues as the Bureau of Business and Economic Research see them, its thinking on these issues, and the intellectual path by which it has arrived at its tentative conclusions.

WATSON, C. W. *A Guide to the Education of the Deaf in the Public Schools of California*. Sacramento: California Department of Public Instruction. 1955. 63 pp. Schools confronted with the problems of establishing and maintaining appropriate special educational programs for deaf children will find in this pamphlet an informative presentation of this area of education.

WRIGHT, G. S. *State Accreditation of High Schools*. Washington 25, D. C.: Supt. of Documents. 1955. 85 pp. 30c. A major study of state standards of accreditation has not been made by the U. S. Office of Education for more than twenty years. It was thought, therefore, that a comprehensive survey of such standards at this time would be helpful to state boards of education and state departments of education in planning revisions of their standards as well as to students and others interested in school administration. The present study is an attempt to analyze and summarize the standards of accreditation and procedures used in the 48 states.

*Your Future in Education*. East Lansing: Michigan State University, Box 648. 1955. 16 pp. Describes briefly the field of specialization in education as an aid in helping students choose a career.

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## News Notes

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THE RELATIONSHIP BETWEEN THE STUDENT COUNCIL AND THE SECONDARY-SCHOOL PRINCIPAL—*The following statement prepared by the Advisory Committee of the National Association of Student Councils was presented to the Executive Committee of the National Association of Secondary-School Principals for their consideration. The Committee approved the statement on September 30, 1955.*

The Advisory Committee of the National Association of Student Councils\* has proposed the following statement concerning the relationship which ought to exist between the student council and the secondary-school principal in the local, state, and national levels:

1. We believe that in every secondary-school there should be an organization through which elected student representatives may have the opportunity to participate in some phase of school administration, especially in the extraclass, or student activity, program. This school organization is generally known as the student council.

2. We believe that in every state there should be a State Association of Student Councils and that every secondary school in the state should be a member of it.

3. The National Association of Student Councils is a major activity of the National Association of Secondary-School Principals, guided and supported by, and responsible to its parent organization. We believe that the State Association of Student Councils should be sponsored by the State Association of Secondary-School Principals and its policies recognized, supported, and guided in much the same manner.

4. We believe that the State Association of Secondary-School Principals should give all necessary assistance to the State Association of Student Councils. This can be accomplished through, for example, the following activities:

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\* NASC Advisory Committee, June 11, 1955—F. J. Herda, St. Cloud, Minnesota, CHAIRMAN; Katherine Bronson, Wellesley Hills, Massachusetts; Jean Francis, Ardmore, Pennsylvania; Robert McAlaine, Ardmore, Pennsylvania; O. C. West, Hinsdale, Illinois; Donald I. Wood, San Antonio, Texas; Paul E. Elicker, Washington, D. C.; Gerald M. Van Pool, Washington, D. C.

- a. Financial assistance, including an outright grant when and if necessary.
- b. General endorsement of the principle that the Executive Secretary of the State Association of Student Councils should receive some form of financial remuneration for his services. This remuneration, in most cases, could come from annual dues which member student councils pay to their State Association of State Councils.
- c. Granting permission for the Executive Secretary of the State Association of Student Councils to appear before the convention or the Executive Committee of the State Association of Secondary-School Principals to explain or present some part of the state student council program.
- d. Professional advice, possibly through the appointment of a principal to serve either as Executive Secretary of the State Association of Student Councils, OR as a member of the Executive Committee of the State Association of Student Councils.
- e. Providing an opportunity in the annual convention program of the State Association of Secondary-School Principals for a discussion of student council problems or a presentation of student council work.
- f. Publicity, through the newsletter of the State Association of Secondary-School Principals and through notices and articles in the state journal of education.
- g. Office service such as mimeographing, use of Addressograph machine, secretarial service, mailing, postage, *etc.*
- h. Urging principals to permit selected students to attend the state student council convention and paying their expenses from school or student council funds.
- i. Urging principals to permit the student council sponsor also to attend the state student council convention, also paying his expenses and paying for a substitute if necessary while he is away.
- j. Giving moral support to the whole idea of student participation and urging other principals in the state to start a student council in their schools, thus encouraging the development of student councils throughout the state.
- k. Appointing a standing committee on student councils to serve as an advisory council to the two associations.

5. We believe that much of the success of the student council is due, in great measure, to the interest, enthusiasm, and understanding of the high-school principal; no principal can expect his student council to be an effective educational force in his school unless he has first professed and demonstrated his faith in its capabilities and potentialities. Likewise, we believe that no State Association of Student Councils can be successful unless and until it has the confidence, co-operation, and support of the State Association of Secondary-School Principals.

6. We believe that school student councils and State Associations of Student Councils need and deserve support from the administrators of the nation's secondary schools individually and through their professional organizations.

THEREFORE, we urge all secondary-school principals to give their assistance to the promotion of student participation through the student council organization and to take an active part in the effective work in which the student council is now engaged.

THE PARENTS COUNCIL OF SECONDARY SCHOOLS—The Parents Council of Secondary Schools was formed in January, 1951, because of the concern of parents and school personnel regarding the unsafe and undesirable social customs which had become accepted practice by boys and girls of secondary-school age. The



concerns related chiefly to inexcusably late hours, problems created by youthful drivers (reckless driving, speeding, overcrowding of cars), unchaperoned parties, and drinking of alcoholic beverages. Less universal problems, but nevertheless the cause of concern, were party crashing and a general disregard for the rights and property of others.

Recognizing the need to evaluate the problems, the Council preceeded as follows: (1) neighboring schools were invited to joint the Council so that they could participate in the survey; (2) students were invited to prepare lists of situations which caused conflict for them, either in their own thinking or between them and their parents; (3) based on student lists and parent concern, questionnaires were formulated and distributed to parents and students in all member schools, the results of which were tabulated professionally; (4) a workshop meeting was arranged to discuss the results of the questionnaires and to consider a plan of attack on the general problem. Present at the workshop were two student representatives from each school, parents, school heads, guidance counselors, and a panel of professional workers in the field of child welfare. The conclusion of the workshop was that a set of guiding principles to be used in the home by parents and young people would provide a practical approach to the general situation.

*We Can Agree* came into being and, in April, 1952, was mailed to all parents in each member school. Follow-up discussions were conducted in individual schools among students and parents. In subsequent years new parents and parents of incoming seventh-grade students received the booklets.

In the fall of 1953 it became apparent that new booklets were required. The Council, therefore, met separately with school people and student representatives to the student auxiliary and conducted discussions to ascertain if, in the opinions of both groups, *We Can Agree* was the most effective method of coping with the undesirable social situation. Both groups gave an affirmative answer.

The Council, having decided that separate booklets for grades seven through nine and grades ten through twelve would tend to place in proper perspective the problems of each group, invited the student representatives to meet with them again to discuss the problems peculiar to the separate age groups. Rough drafts of the new booklets, prepared by the Booklet Committee, were submitted to the student representatives in each school and, subsequently, the Council met with the students in general meeting to discuss the contents. Suggestions made by the students were incorporated in the next to final draft, which was submitted to school heads for their comments. The comments of school heads were likewise taken into consideration in the preparation of the final draft of the booklets.

In October, 1954, *We Can Agree* was distributed to the seventeen member schools of the Council, to ten schools in the Main Line Branch, and also made available to public secondary schools of Philadelphia. The expanded distribution was made possible through the generosity of Food Fair Stores in printing the booklets. For further information write to Mrs. A. Crossley Smith, Jr., 8237 New Second Street, Elkins Park 17, Pennsylvania.

**SEX AND FAMILY EDUCATION**—In each of the last two years, Iowa State Teachers College has had a sociologist engaged for a three-month period in full-time consultant work in the public schools trying to encourage the introduction of programs on sex and family life education in Iowa high schools. The fact that each year this person has been kept very busy indicates a strong interest in education in sex and family life on the part of the schools, since he visited only those

schools where his services were requested. In the schools, his work consisted of talks and conferences with faculty and PTA groups and in conferring with students. He conferred especially with various staff members teaching home economics, physical education, biology, and social problems concerning different aspects of sex and family life education.

**CEEBS NEW ADVANCED PLACEMENT TEST PROGRAM**—A program of 12 *Advanced Placement Tests* for superior high-school students seeking advanced standing on credit upon admission to college will be offered by the College Board for the first time in May, 1956. All schools and colleges with students who take the regular College Board tests for admission will receive the announcement of plans for the first year's operation of the new program.

To take the Advanced Placement Tests candidates must register in advance. Registration will consist of filing a special application blank and paying the examination fee. Applications to be used by candidates will be distributed to schools and colleges throughout the country and will be available after February 15, 1956. Candidates may also secure applications directly from College Board Advanced Placement Tests, Educational Testing Service, Box 592, Princeton, N. J. or Box 27896, Los Angeles, California. Registration will close April 2, 1956, and tests will be administered during the six days from May 7 to May 12, 1956. The fee is \$10 for each candidate.

**AWARDS FOR OUTSTANDING ACHIEVEMENT**—The Trustees of Colonial Williamsburg has announced the presentation of an award to be known as the Williamsburg Award. This award will be given for outstanding achievement in advancing basic principles of liberty and justice. Sir Winston Churchill will be the first recipient of the award, which consists of an honorarium of \$10,000 and a symbolical town crier's bell. This award will be made at a ceremony to be held in London, probably in December.

Winthrop Rockefeller, Chairman of the Trustees of Colonial Williamsburg, said that the award will be made periodically to "a person who has influenced the course of national or world events significantly by expressing in sustained action or eloquent and persuasive statement a dedication to liberty and justice for all man. The Williamsburg Award has been created as part of Colonial Williamsburg's program to bring forth new strength in our time to the belief that human liberty and the dignity of the individual which made Williamsburg and its leaders a moving force in colonial America." "It is our belief," Mr. Rockefeller said, "that these great doctrines of two centuries ago are living convictions today and still have their champions. We feel that this fact should be underscored in our time as a reminder to the living that they are the inheritors of a great faith. Sir Winston Churchill, we believe, better exemplifies the principles for which the award stands than any other living persons." In his letter of acceptance, Sir Winston said that it "would be a very great honor for me to become the first recipient of the Williamsburg Award."

Kenneth Chorley, President of Colonial Williamsburg, explained that the award will be made "only on a basis of clear and eminent achievement. Recipients may be natives of any land, work at any occupation, or be members of any race." He added, "the ideas for which Williamsburg stands are unrestricted. Whoever defends liberty anywhere defends it everywhere." While the Trustees of Colonial Williamsburg will have final responsibility for selecting the recipients, they will have the advice and counsel of distinguished leaders here and abroad. Future awards will

not be on an annual basis, but at intervals dictated by the course of national and world events and the emergence of individual champions of liberty and justice. A full scale replica of a colonial town crier's bell will be the emblem of the Award and will accompany the \$10,000 honorarium.

**EDUCATION OF THE GIFTED**—This policy statement first released by the Educational Policies Commission in 1950 has been out of print for some time. It was reprinted in October, 1955, in response to continued demand for and interest in this publication. It is designed to bring to the attention of educators the neglect of our greatest resources—gifted children and youth. It offers suggestions for the identification of the gifted, discusses programs for education of gifted students, and identifies special problems. Copies of *Education of the Gifted* are available from the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington 6, D. C. at 50 cents per copy; 2-9 copies, 45 cents each; 10 or more copies, 40 cents each. Orders amounting to less than \$1 must be accompanied by payment. Transportation charges are added on order not accompanied by payment.

**COMPARISON OF ENCYCLOPEDIAS**—Laurance H. Hart, 14 West Walnut Street, Metuchen, New Jersey, has just published his 56th edition of *Comparison of Encyclopedias* (25 cents). In chart form he analyzes 37 encyclopedias giving the title, publisher and address, copyright date, number of volumes and pages per set, price of set and per thousand pages, number of words in each set and price per million words, number of items and if indexed, number of illustrations and maps, ages for which adapted, accuracy, strong points, and other comments. Available also from the same source is *Comparison of Dictionaries* (13th edition, 25 cents).

**A COLLEGE FILM FOR GUIDANCE**—Last year St. John's College, Annapolis, Maryland, made a sound-and-color motion picture about its program and showed it to over 11,000 persons, mostly in secondary schools. The response was so warm that this year the college is circulating the film on a free-loan basis throughout the United States to secondary schools and adult groups. The only cost to schools requesting the film is postage for return by parcel post. The film has won awards at the Golden Reel Film Festival of the American Film Assembly, the Boston Film Festival, and the Cleveland Film Festival. Of the many films entered in the Edinburgh International Film Festival this year by major United States producers of non-theatrical films, the St. John's film was one of only four selected for showing. President Weigle is now showing it throughout India under the auspices of the U. S. State Department.

Teachers and guidance counselors who saw the film last year agreed that it is an excellent introduction for secondary-school students (and their parents) to the purposes of liberal arts education. Others have pointed out that it is more interesting than most college films because it has elements one expects to find in a piece of literature: it tells a story based on a conflict which is well developed, creates suspense, carries the audience along, and is resolved at the end. Many people have called it the best college film they have seen. *The St. John's Story* is a 16-millimeter film, runs 28 minutes, and is narrated by Mark van Doren. For complete information concerning its availability write to James M. Tolbert, Director of Admissions, St. John's College, Annapolis, Maryland.

**NINE-MONTHS' STUDY IN SCANDINAVIAN COUNTRIES**—An opportunity to spend nine months studying in the Scandinavian countries is offered to American college students and graduates for a special fee of \$800, including tuition, board and room, plus travel. Students will study at famous residential colleges

or folk schools, it is announced by the American-Scandinavian Council for Adult Education. The non-profit making Scandinavian Seminar for Cultural Studies offers studies in Denmark, Norway, or Sweden and applications and brochures may be secured from the Council. Students will have an unusual opportunity to understand and absorb all aspects of Scandinavian culture as they will acquire a knowledge of the languages, will live for part of the time with typical families and at the folk schools, and will meet Scandinavians of various backgrounds and interests.

An increasingly large number of American students are attracted to these Scandinavian folk schools where they may carry out research in their particular fields of interest. A February field trip is scheduled for research and for travel in the three Scandinavian countries. Adult education, physical education, teaching, labor relations, agriculture, the co-operatives, government, music, arts and crafts, and the social sciences are among the study projects available. Estimates for the nine-month seminar including fee of \$800, trans-Atlantic travel from New York to Copenhagen and return, and field trips in Scandinavia are approximately \$1,250. For complete information write to the American-Scandinavian Council for Adult Education, 127 East 73 Street, New York 21, New York.

**ENRICHMENT RECORDS**—*Landmark Books* of Random House, Inc., have become quite popular with high-school youth throughout the nation. These books deal largely with great events in American history. As a means to make these historical events even more meaningful, Enrichment Materials, Inc., 246 Fifth Avenue, New York 1, New York, is producing a series of long-playing (33-1/3 R.P.M.), non-breakable records for classroom use. These records are adaptations of the *Landmark Books*. Each record adapts two of the books (one on each side). For example, record No. ERL109 (33-1/3 r.p.m.) contains an adaptation of *The Louisiana Purchase* on one side and *The Pirate Lafitte* on the other; record No. ERL110 contains *Mr. Bell Invents the Telephone* on one side and *George Washington Carver* on the other side. Ten double records (twenty books) are already on sale. These same subjects are also available in sets of two each in 78 r.p.m. For prices and more complete information write to the address above.

**SOURCES OF TEACHING AIDS**—Schools find helpful source materials in the form of films and slides on a sale or rental basis. Information about such material can be secured from the following agencies: the Museum of Modern Art, 11 West 53rd Street, New York 19, New York; and The British Information Series, 30 Rockefeller Plaza, New York 20, New York.

**OUR NATIONAL FOREST**—The national forests of the United States constitute a unique public resource. Situated in 39 states, they comprise some 160 million acres of timber and range land and uncounted mountain peaks, lakes, and streams. The national forests are managed in accordance with two basic principles: (1) sustained yield and (2) multiple use. Sustained yield means that the forests are managed for maximum continuous production of timber and other renewable resources. Multiple-use management looks to the co-ordinated development of all the resources and values of the land, whether timber, range, wild-life, recreation, or water.

Under Act of May 23, 1908, a payment amounting to 25 per cent of gross receipts from each national forest is made at the end of the fiscal year to the state or territory in which the forest is located. These "25-per cent fund payments" are then expended as the legislature may direct for the benefit of the public schools and public roads of the county or counties in which the national forest is situated. In addition,

10 per cent of the gross receipts is expended by the Federal government for the construction and maintenance of roads and trails within the national forests.

From time to time the question has arisen in various parts of the country as to how the 25-per-cent fund payments compare to amounts that would be received by state and local governments from national forest lands if payments were equivalent to the taxes levied on similar property in private ownership. More than 15 years had passed since the question of national forest contributions had been studied in a comprehensive way; therefore the Forest Service undertook such a study on a sampling basis for the year 1952.

"Estimated taxes" on national forest land and timber resources in the calendar year 1952 were \$29.7 million, or 19 cents per acre. Payments to local governments from the 25-per-cent fund totaled \$17.4 million, or 11 cents per acre. Contributions in kind amounted to \$38.8 million, or 24 cents per acre. Expressed in terms of percentage relationships, estimated taxes were 71 per cent greater than 25-per-cent fund payments, but only 53 per cent of 25-per-cent fund payments and specific contributions in kind together. Although estimated taxes exceeded 25-per-cent fund payments in 1952, this gap was more than closed by contribution in kind.—*Land Economics*, August, 1955.

**AUDIO-VISUAL FILMS**—The International Film Bureau Inc., 57 E. Jackson Blvd., Chicago 4, Illinois, announces the release of the following 16 mm sound films:

*A Future For the Past* (30 min.; sale price \$125, rental \$9), demonstrates techniques of cleaning and restoring valuable paintings. An 18th-century portrait is examined and photographed, removed from its frame and stretcher, re-lined, and cleaned. The cleaning reveals old, damaged spots which are carefully restored after being filled in with gesso.

*L'Entente Cordiale* (10 min.; sale price \$55, rental \$4). French dialogue film which can be understood and enjoyed by second-semester students. Produced in collaboration with the Modern Language Association of Britain, this film is a practical sketch of activities in a French grocery store. Identification of objects, together with repetition of everyday phrases, makes this a useful film for students who have completed one semester of French. Copy of the dialogue of the film is available.

*Quelle Chance* (10 min.; sale price \$55, rental \$4). The scene of this film is a French cafe. Incident and French dialogue are arranged to provide exercises in vocabulary and simple speech idioms. It is useful in second- or third-semester classes.

*Adventure in Maturity* (22 min.; sale price color \$175, b&w \$85). Sponsored by the Oklahoma State Department of Health and produced by the University of Oklahoma, this is a discussion film designed for general adult use. A woman has resigned herself to a rocking-chair existence where she can dream about "the good old days." She is stimulated by a woman friend five years her senior to learn about the opportunities for older women in the community.

*Step by Step* (20 min.; sale price \$95, rental \$5). This film deals with juvenile delinquency in an urban neighborhood where physical and human deterioration has occurred. Case workers are shown studying juvenile problems and coping constructively with gang activities.

*Art From Scrap* (5 minutes, color; price \$55—sale only). Sixth- and seventh-grade pupils are seen making a variety of interesting things—wire animals, a fairy-tale castle, masks, a picture with a three-dimensional look, posters, model stage sets and dioramas. No expensive supplies are required; the students themselves collect the odds and ends used.

*A plus B Squared* (11 minutes; sale price \$50, rental \$2.50). Animation is used to demonstrate the meaning of  $(A+B)^2$  in a way that will convey to young students the idea that algebraic statements have concrete meaning and visual form. Each part of the resulting  $a^2 + 2ab + b^2$  is drawn and we see two squares and two rectangles of total area equal to a square  $a + b$  on a side.

*Sport of Orienteering* (24 minutes, color; sale price \$175, rental \$6). This film describes a new sport in America, one in which map and compass are used in getting from one place to another as quickly as possible. The sport has several forms according to season, but all are based on the ability to use a map and compass correctly under varying conditions and usually in unknown territory.

*Water Colors in Action* (12 minutes, color; sale price \$110, rental \$6). The direct method used by many contemporary water colorists is explained and several characteristic techniques are demonstrated in painting a landscape. Attention is focused on the hand of the artist, Ralph J. Rice, holding the brush and the effect of its skillful manipulation on the paper. The film proceeds in an orderly fashion from the first light pencil blocking of forms. The palette and mixing tray are explained. The first wash of a light value is applied and method of controlling the wash shown. Mixing tints, use of dry brush, neutralizing of color, laying dark values over light, obtaining color perspective and depth, correcting mistakes, and detailing are clearly depicted. The student should obtain from this film an idea of good procedures for a sound beginning in water-color landscape painting.

*Yellowstone* (11 minutes, color; sale price \$90, rental \$4.50). Deals with America's oldest National Park (1872) and provides an introduction to a study of America's park policy. Among the significant subjects shown in the film are the Norris Geyser Basin, Yellowstone Falls, closeups of some of the 10,000 geysers found in the park, Old Faithful, the Dragon's Mouth, Mammoth Hot Springs, and the Grand Canyon.

**YUGOSLAV EDUCATORS**—Six Yugoslav educators are making a three-month tour of American educational institutions. The purpose of the visit is to study primary, secondary, and vocational education in the United States, social studies, teaching methods, practical training, and audio-visual aids. The group's study and observation in this country will aid in the projected revision of the educational system for all Yugoslavia. Recipients of fellowships jointly sponsored by the Yugoslav Government and the UNESCO Technical Assistance Programme, the six educators will visit schools, teacher training institutions, and education offices in New York, Washington, D. C., Tennessee, and Illinois. Their program here is being arranged by the Institute of International Education, New York City.

Leader of the group is Ludwik Gabrovsek from Ljubljana, Under-Secretary of the Council of Education of Slovenia. He has spent the past year in Paris assisting in the operation of the UNESCO fellowship program for Yugoslavia. Under UNESCO's Technical Assistance Programme for 1955, fifty-seven Yugoslav educators are receiving fellowships for study and observation of foreign educational systems. A number of these educators have already completed assignments in France, the Scandinavian countries, the United Kingdom and West Germany.

The educators visiting the United States have had experience in school administration as well as teaching. Yugoslavia is now in the last stage of preparation for a systematic reform of basic (primary and secondary) education. In 1953 the government decided to start a systematic reorganization of the entire school system. In 1954 in Belgrade and in the centers of the six Federal Republics, special institutes

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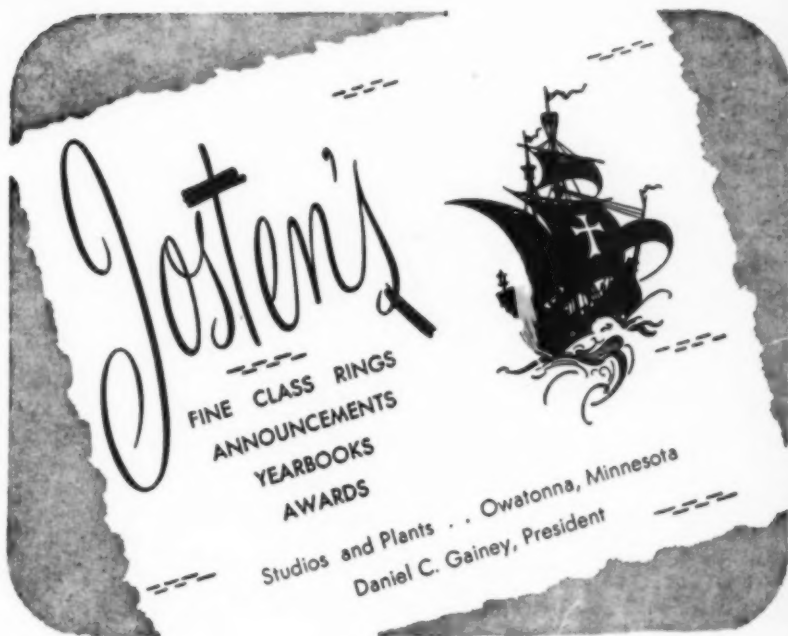


or commissions were set up to carry out the school reform. As part of this general program, teams of Yugoslav educators are collecting information about the school systems, school administration, and methods of teaching in other countries. This revision of the educational system will follow a great increase in the number of schools in Yugoslavia. After World War II the Yugoslav Government and the local authorities established a great number of primary, secondary, and high schools. The number of primary schools has risen from 8,956 in 1939 to 13,378 in 1953. The greatest increase has been in the number of vocational schools. In 1939 there were in all Yugoslavia 76 vocational schools with 14,152 pupils. In 1952 there were 293 vocational schools with 49,080 pupils.

**INDUSTRY AND EDUCATION**—Industry must give its full support to the crisis which confronts American education, William H. Ward, a vice president of the Du Pont Company, stated in a recent address. All the statistics add up to the fact that we are in trouble now and are headed for worse difficulties in the future unless prompt action is taken. There are signs that the nation has become aware of the crisis in education and it is well known that "the present educational system is pitifully inadequate to meet today's demands . . . and the educators' job is a staggering one." Pointing out that the difficulties pose direct problems for business, Mr. Ward said "industry can make a real contribution toward the solution. An insistent and immediate problem in all industry today is the shortage of technically trained graduates, the correction for our shortage must come from the secondary schools. Here the stimulation of young minds to go into science must occur; here the rudimentary mathematics and science courses must be taught."

Despite the need for scientists, there are fewer students enrolled in science and mathematics courses. He said that last year Russia graduated 50,000 engineers to the 22,236 graduated in the United States. "The outlook is ominous indeed and every industry should be deeply concerned," Mr. Ward said. "There are not enough technically trained men available for our current normal requirements. If the present trend away from scientific education continues, what will be the situation in the future. Education needs more from industry than the financial aid it is getting through taxes and direct grants. Industry can help to convince more young men and women to enter the teaching field by making teaching jobs more attractive from the standpoint of both prestige and income. Industry can help in the job of teaching," he urged. Despite their competence, educators, he stated, "cannot be expected to develop needed students in an isolated vacuum. American industry is equipped with vast quantities of knowledge and information which, if properly prepared and presented, can help the teachers do their job more effectively." But what is most important, "industry must tell its story to . . . the youth of the nation," he declared, citing efforts already started to that end. Major reason for the shortage "is the lack of interest on the part of the individual student. The subjects seem difficult, he is not told of the limitless opportunities in the technical and scientific fields, so he does not elect to take them."

**HIGHWAY SAFETY PROJECTS**—The expanding and increasingly effective highway safety projects being carried on by insurance agents throughout the nation were praised by Marland K. Strasser, field representative of the accident prevention department of the Association of Casualty and Surety Companies, when he presented top national awards for traffic safety projects to the Florida Association of Insurance Agents and six local agents' groups. Speaking before the convention of the National Association of Insurance Agents, Mr. Strasser, on behalf of his Asso-



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ciation, presented framed certificates of merit and checks for \$250 to agents' groups in Grand Ledge, Michigan; Columbia City, Indiana; Winter Park, Florida; Hobart, Oklahoma; Orland, Florida, and Fresno, California. The awards were presented as part of the "Safety Is Good Business" program conducted jointly by the Association of Casualty and Surety Companies and the NAIA. The prize money will be spent to further worth-while traffic safety activities.

The state award was a bronze plaque, presented to the Florida Association for their state-wide safety program which "combined official action and public support in a steady, continuous promotion." In presenting the award, Mr. Strasser said: "Your activities were spread throughout the year in a comprehensive attack on the traffic accident problem, yet the various segments of your program were specific, timely, and composed of just the right mixture of independent leadership and co-operation with public officials."

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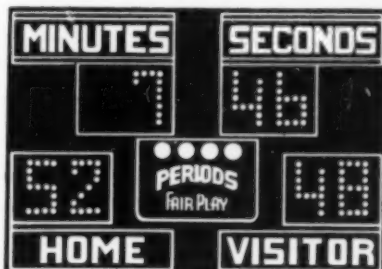
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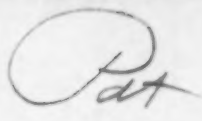

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